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THE PHI DELTA KAPPAN

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Editorial Comment

EVERY MEMBER AN ELDER BROTHER

THE GUIDANCE project of Phi Delta Kappa—the selection and guidance of worthy young men into the profession—may seem to be, on first thought, a *fait accompli* with the publication of *Teaching as a Man' Job.* As a matter of fact, the project is only well begun and any idea that the undertaking is completed is erroneous. The ground work has been done for what may become the most significant project ever undertaken by Phi Delta Kappa. To hesitate now is to acknowledge defeat and to miss a great opportunity for outstanding professional service and leadership. That must not be.

Immediate wide circulation of the booklet is imperative, and the development of plans for its use by those for whom it was written no less important. How shall this be accomplished? Who is to carry the responsibility? What is our part, individually, and what opportunity for service and leadership is presented?

The success or failure of this project—the selection and guidance of worthy young men into the profession—now rests squarely upon the individual membership of Phi Delta Kappa. It is inconceivable that anything other than success should be the net result of a project which is in such a peculiar way a synthesis of the very ideals and purposes of Phi Delta Kappa, and which has been undertaken as a result of the accumulated demand for it over a period of ten to fifteen years.

A Guidance Committee will continue under the chairmanship of Edwin A. Lee for the further development of the project and for the promotion and effective use of *Teaching as a Man's Job.* Each chapter of Phi Delta Kappa will be expected to assume responsibility for the project in its own area. District Conferences and the National Council will consider ways and means of promoting the undertaking. In the last analysis, however, the individual membership will have to carry the full responsibility for personal conferences and personal guidance, without which we can hardly hope for success.

Every member an elder brother is an appropriate slogan for this guidance project. It is not too much to expect that each member of Phi Delta Kappa will have in his brief case a copy of *Teaching as a Man's Job,* probably the cloth-bound edition. He should also assume responsibility for placing several copies of the booklet, probably the paper edition, in the hands of young men who are known to be qualified by character and aptitude for a career in teaching. Can you think of any better way to do your part in helping young men to appreciate the opportunity and prospects for life service in a professional career in teaching?

Such co-operative support of this project will accomplish several immediate results. It will insure wide distribution of the booklet and its placement into the hands of a selected group of young men of promise. It will promote a better understanding of the profession of teaching by thousands of young men. It will serve as the introduction for thousands of personal conferences between young men and men in the profession who have enough interest in youth to talk intimately with them about a career.

Do you realize that $1.00 will purchase one cloth-bound copy for your own library and four paper-bound copies for distribution? We offer the following proposition for adoption, "Each member secure five copies and distribute four of them to young men in whom he is interested."

There are many school systems in which copies by the hundred may be distributed to promising juniors and seniors to good purpose. Every junior college will find this brief and pointed treatise on teaching invaluable as guidance material in the hands of young men for whom teaching is a likely career. An introductory college course on educa-

tion will hardly be complete without *Teaching as a Man's Job* for required reading, and every neophyte of Phi Delta Kappa should be obligated to read and stand examination on the booklet as an initiatory requirement.

Teaching: A Man's Job appeared in the March issue of THE PHI DELTA KAPPAN and at that time the publication of the text in book form was anticipated for September distribution. Comments and criticisms received as a result of the appearance of the article in the magazine were such as to cause rewriting of the first chapter, a change of title to *Teaching as a Man's Job,* and further editorial revision in the text as a whole. As a result, the publication in book form has been delayed. The first revision of the text has been widely approved and it is now on the press. The first edition of 10,000 copies will be ready for distribution on or before November 1, 1938. While the delay is cause for regret, the final product has been greatly improved and it should prove to be of much greater use.

The project would have cost the fraternity more than the original allotment of $2,000 if all expenses incurred were to have been charged to the committee budget. From this time on, however, the project should be self-supporting. "Free copies" will not be available. Single copies, beautifully bound in cloth, will sell for 40c, postpaid. Paper-bound copies will sell at 15c each, postpaid. Orders for 50 or more copies will be shipped prepaid at 25c and 10c each respectively for cloth and paper binding. Orders should be addressed to Phi Delta Kappa, Homewood, Illinois. The prices which have been established do not permit any added expense of billing and bookkeeping. Therefore, in the interest of economy, payment in full should accompany all orders. There will be no discounts other than the discount indicated above on orders for fifty or more copies.

This is a project of the fraternity as a whole. It presents an opportunity for service and leadership which is open to all. It is unselfish in purpose and constructive in character. Therefore, we feel we may expect immediate action and generous support. Every Member an Elder Brother—every member interested in the personal promotion of this service project which already has the endorsement of outstanding leaders in American education—this is not too ambitious as the guidance slogan in this important undertaking of Phi Delta Kappa.

P. M. C.

MACAULAY'S SCHOOLBOY

THOMAS BABINGTON MACAULAY, the famous English historian, was fond of mentioning the accomplishments which he said every schoolboy should possess. Few college men of today, in this country at least, are as well read in Greek and Latin as was Macaulay's hypothetical schoolboy. Probably no schoolboy in Macaulay's day was as erudite as the historian claimed. Macaulay was stressing, through the mention of the knowledge of a schoolboy, his idea of the accomplishments of the educated man.

In the nineteenth century it was possible to recognize everywhere a college man by his possession of a certain fund of knowledge, and by his ability to read, for a while after graduation at least, in what were referred to as "learned languages."

The two most famous English universities are commonly supposed to place an indelible mark on their graduates. The speech, and to a certain extent even the manners and the clothes of an Oxford or a Cambridge man, can be readily identified at a distance and after the passage of years. Few, if any, American colleges or universities so mark a man that years after his graduation he may be recognized as a Yale man or as a California man. Probably the Harvard undergraduate colleges come closer to branding a man's speech and habits of expression than any other American college.

The paragraphs above should not be interpreted as a plea for all American colleges and universities to insist upon the Harvard accent or the wearing of Old Grotonian ties. They should be interpreted to mean that in other times, here, and at present, elsewhere, a college graduate could be recognized by his speech, or more important, by his diction.

Can the same be said of American college men today? Can it be said of that section of American college men who are teachers and administrators in American schools? Are the remarks, the speeches and the writings of American college men and American educators distinguished by clarity and accuracy of expression?

In this country, we have abandoned much of the idea that an educated man is one who possesses merely a definite store of knowledge and

certain habits of thought and expression. But have we gone so far in this direction that we have neglected training our college graduates in the accurate and forceful use of the tool common to all knowledge and all understanding—the English language?

Current educational theory and practice in this country places much emphasis upon the environmental influences surrounding a child. The speech habits and the diction and enunciation of his teachers loom large in the environment of a child. The sensitive ear and the retentive memory of a child should be exposed to the most careful and the most exact English possible for a teacher to use. If the child hears only correct usage in school, the teacher will in part be relieved of the double burden of changing incorrect habits of expression and substituting correct ones in their places.

What is the responsibility of the members of a professional education association devoted to the principles of research, service and leadership in this regard? The responsibility of members of the fraternity is no greater and no less than the responsibility of any teacher. That responsibility is two-fold; the systematic, continual study of the English language as a functional part of the equipment of every citizen; and a constant effort to make his speech and his writing examples of careful, accurate forceful English expression. Everyone cannot hope to be a polished master of English prose, but everyone can be careful and accurate in writing and speaking. W. H. A.

EDITORIAL PLANNING

THE EDITORIAL BOARD of THE PHI DELTA KAPPAN is planning a number of special issues for the current year, each to be on a subject of special interest to school men at this time. These selected subject issues will be planned in the editorial office in such a way that each subject will be adequately covered. Contributions will be solicited from leaders and specialists in each of the subject fields in much the same way as for previous special issues of the magazine. This seems to be the only way by which a well-organized presentation of the subject may be assured.

Voluntary contributions on the subjects indicated will be considered for publication, especially when written to describe and evaluate current practice in a particular situation. Obviously, there is a limit to the amount of copy which can be used but special attention will be given to all manuscripts received. This brief mention of the special issues is made for the purpose of encouraging contributions of merit which would not otherwise come to the attention of the editors.

The following special subjects are under consideration for the year. The month of publication is indicated according to the present tentative editorial schedule. Manuscripts should be submitted not later than the first day of the month scheduled for the special topic. Those which are not used will be returned.

November, 1938—The Forum in Adult Education. Adult education has been growing during the last few years into one of the numerically most important and philosophically most significant movements in American education. It is one of the most important agencies for adult education.

December, 1938—Camping Education. The summer camp is growing in importance as an educational agency. This issue will be devoted to an evaluation of the educational opportunities in summer camps.

January, 1939—Safety Education. Recent developments in safety education have made the subject one of special interest to school men generally. A systematic effort will be made to give an overview of the whole field of safety education.

February, 1939—Guidance. Vocational and educational guidance is assuming increasing importance in the public-school situation. A summary of the current trends in guidance with special emphasis upon the guidance project of Phi Delta Kappa will be presented.

March, 1939—Current Educational Policies and Trends. Current thought on educational problems as represented by the reports of national committees and commissions of the various organizations in education will constitute this issue. Its function is to keep our readers abreast of the times.

April, 1939—The Radio in Education. Education's new voice—the radio—will be discussed and evaluated by experts.

May, 1939—Democracy in Education. The growing practice of democracy in operating public schools will be emphasized. P. M. C.

The Implications of Progressive Education for School Plant and Equipment

By GEORGE S. BEERY

SCHOOL administrators in the past have had for a major concern the providing of physical space sufficient to care for the rapidly increasing elementary-school and secondary-school enrollments. Communities were financially burdened to provide enough "pupil stations" for the children in a given community. The concept of "pupil station" to a certain extent represented the philosophy of education which was behind the school system. Each child took up just so much room—usually conceived as an area of 15 square feet—and had an immovable seat in a classroom of standard size. Aside from blackboard and chalk, a well-worn set of out-of-date reference books, and perhaps a well-thumbed dictionary of ancient vintage, instructional equipment was at a minimum. With the rather fixed concept of the amount of room necessary to provide for a child went the traditional assignment-recitation instructional technique, a rather static and unchangeable approach to the problem of giving a pupil experience in life situations.

However, within the last two decades elementary-school enrollments have lost their tendency to increase rapidly and have begun to decrease to a point where school administrators are less concerned with hastily providing for growth in elementary-school enrollments and have been given an opportunity to approach the planning of school plants with a more reasoned, functional analysis. They may now consider the school plant and equipment in qualitative rather than quantitative aspects. In this connection Burke[2] (p. 120) says that:

> New conceptions and new trends are beginning to reshape the objectives and purposes of elementary education. . . . This factor should be an important consideration in the planning, designing, and erection of any new school building. . . . Attention may now be focused on the replacement of obsolescent units, the elimination of uneconomical school buildings, and the provision for services which are peculiarly adapted to the needs of elementary-school children.

★ *George S. Beery is Special Research Assistant in the School of Education, University of Wisconsin. He was graduated from Manchester College and has earned graduate degrees at the University of Wisconsin, where he became a member of Phi Chapter.*

Wrightstone speaks of the recent trends as follows:

> Progressive curricula in the elementary and, recently, the secondary school have changed from the traditional assignment-recitation technique to an activity program approach. This fact demands that the facilities of the classroom shall be adapted to aid in the attainment of the objectives of the new education. The old fixed seats, uniform textbooks for all pupils, and few pieces of academic equipment, have given way to new ideas of design and planning (p. 268).[14]

It is necessary to have some broad general understanding of the concepts in the philosophy of progressive education which have some real effect upon the planning of school buildings and providing for the equipment in them. Hullfish in *The Educational Frontier*[8] lays much stress upon the concept of orienting the pupil in the life of which he is a part. He throws emphasis upon "the attainment of a way of life which progressively reshapes the social forces to bring security to all and thus make possible the development of a culture in which all may educatively share." He insists that the school shall furnish the proper environmental influence for orienting the child as the progressivists suggest. A prominent share of the environmental influence is furnished by the school plant and equipment.

Wrightstone in suggesting a point of attack to the question, "What is the relation of the progressive curriculum to classroom facilities?" mentions

the values or objectives of modern progressive education as general and specific.

> The general values are beauty, freedom, and quiet. The specific values are activity, individualization of instruction, socialization, opportunity for independent and guided pupil investigation, creative expression in the language arts, the graphic, plastic, and industrial arts. These are some representative objectives by which progressive education attempts to lead children into a more abundant life in the classroom (p. 269).[14]

Saucier[11] has spoken of the fundamental characteristics of progressive education as: concern for the individual, use of child interests, learning by doing, creativeness, development of habits of thinking, and promotion of social-mindedness. The whole program of progessive education is aimed at the improvement of human personality, and concern for this improvement rests largely on the demands of our complex and rapidly changing civilization. Like Hullfish, Saucier lays much stress on the proper environmental conditions within the school for the development and improvement of human personality, but makes no direct reference to the implications of progressive education for school plant and equipment, inferring that the progressive administrator will bring about the proper conditions.

Clara Evans (p. 122)[4] seems to synthesize the concepts of progressive education in the word "activity." She says that:

> Within the last decade, educators interested in elementary education have seen the activity program invade the public school. In both large city systems and small rural schools it has modified educational practice; in some of the more progressive centers it has effected a revolution. Administrators, supervisors, and teachers have learned of a new type of school, "the child-centered school." They hear "progressive education" discussed in their professional meetings. They find the terms "activity programs," "units of work," "integrated personality," and the like in their professional literature.
>
> In all discussions of progressive education, ACTIVITY is the dominant term. . . . An activity is a "learning situation which meets the interests and the felt needs of children and leads to better adjustments than those of the traditional school organization." It stresses the fine art of successful living together and the acquisition of knowledge as a consequence of social experience. It does not mean that all of the children are building a playhouse at any one time. Half of them may be, but some may be playing with blocks, some reading books, some setting up an aquarium. It postulates an environment rich in material, so that when the child is ripe to learn the material will be on hand.

In setting up essential purposes of the progressive school which are to be followed out in a consideration of the school plant and equipment the following are pertinent:

1. The school should be a place for actual living. Its work is not merely to supplement the life which goes on elsewhere.

The school should give experience in democratic living. Its aim should be to encourage the children to think and judge for themselves. It should not, however, train directly for leadership. Leadership must grow out of each individual situation.

3. The school should serve as a place where the children actively pursue their own interests and gain new interests. It should provide an environment rich in opportunities for individual and group purposes of a valuable nature.

4. Learning takes place through actual experiencing in social situations. There is no real learning in passive acceptance; growth is the direct result of activity.

These principles have a definite bearing upon the planning of the school building and equipment. If the activity program is to be incorporated in the schools, plans must be made for following the essential principles of the philosophy of the "activity" movement.

Davis makes a direct application of the progressive concepts to the problem at hand when he says:

> Progressive education accepts the concepts of mind as changing, growing, and developing rather than merely acquiring information. Hence the progressive school aim at consciously building or creating minds, rather than merely imparting information. The plant of the progressive school should, therefore, be designed as a place for living, working, playing, and resting, rather than for listening and looking (p. 25).[3]

The School Plant

One of the first requirements in the planning of the school building for today and tomorrow in

agreement with the principles of the progressive philosophy is the provision for flexibility. In general, the classrooms should be made large enough to care for the numerous activities of the children. The idea of flexibility will have a definite effect upon internal construction of the building. Bearing walls will be so placed that end partitions of classrooms can be changed or arranged without affecting the structural arrangement of the building. Wherever necessary even movable partitions between classrooms may make it possible to join two or more classrooms for group activity by several classes. Possible expansions of the building can be made without undue costs by having the hallways or corridors open at the ends, i. e., not ending in a classroom.

Another feature of flexibility appears in having workrooms or conference rooms either as an integral part of every classroom or have a mutual workroom between two rooms. This feature is one of the advantages of the new Lake Forest High School building in Lake Forest, Illinois. An article in *Nation's Schools* of March, 1937, written from material supplied by both architects and superintendent comments on this feature as follows:

> The school gives accommodations to the new activity program in classroom work by providing a small supplementary workroom in connection with each pair of similar classrooms. Here there is opportunity for smaller groups to do work in advance of the class, or for those who need to receive additional drill, or those who must make up work missed through absence. In it are found supplementary books, materials, and tools for constructive work. Committees also meet to plan and execute co-operative enterprises. Thus a richer experimental program can be provided than is ordinarily possible in the traditional school.[12]

Dr. Fowlkes of the School of Education, University of Wisconsin, who acted as consultant on the Lake Forest building, co-operated in drawing the plans for an addition to the Lakewood Elementary School in Maple Bluff, Madison, Wisconsin, which incorporates the feature of workrooms between each pair of similar classrooms. These workrooms are well lighted from bays and good-sized so that they may be used for either group or individual work. This is an excellent illustration of how educational planners are making provisions for the use of progressive principles in instructional procedures and school plant.

In line with the feature of flexibility in the construction of progressive-school buildings is the idea of providing a type of wall construction in the primary classrooms so that the pupils may be able to paint their own mural decorations. Mural decoration by the pupils is an activity which allows for freedom and creativeness in a pupil's artistic expression. The idea of color in elementary classrooms is proposed by Burke when he says:

> School buildings should be attractive . . . both in design and interior arrangement. The advent of color will characterize new schools. Color in the floors, on the walls, colored primary equipment, and even color in the plumbing fixtures, will all make the new school more attractive to elementary children. New materials more durable than some of those accepted in the past will aid in this movement and will provide for more harmonious and more pleasant interiors (p. 121).[2]

Acoustical treatment of classrooms in the progressive school will be much more advanced than at the present time. The acoustics of the new schoolroom cannot be based upon the idea of a teacher speaking from a somewhat fixed spot near the front and the children remaining relatively quiet both physically and orally. When teacher and pupils move freely about the room, and when two or three group conferences may take place at once in the room, soundproof floors and echo-proof walls and ceiling are greatly needed. On the matter of acoustical treatment, Wrightstone adds that:

> Acoustic plaster, rubber tile, draperies, and other classroom equqipment are used so as to diminish sound which otherwise would pass from one classroom to another. In the layout and planning of the school the parts of the building dedicated to quiet activities are separated from those parts where noisy activities are housed (p. 269).[14]

Burke has a rather unique conception of the effect of the progressive philosophy upon schoolhouse planning when he suggests:

> Another factor which is essential in schoolhouse planning because of the new philosophy of elementary education is that of classroom size. No longer will the statement as to square footage per pupil be ade-

quate in the planning of classrooms. Certainly elementary classrooms should be larger than those constructed in the immediate past. Classrooms should be as wide as the lighting considerations of twelve-foot ceilings permit. It is probably better, in view of modern activity programs and future changes, to provide rooms 24 to 25 feet wide rather than rooms 21 to 22 feet wide. The length of the room also should be expanded to allow for as much as 25 square feet instead of the traditional 15 square feet for the maximum enrollment which will be housed in a particular classroom (p. 121).[2]

This comment bears out the statement that modern and future classrooms should be adequately large to provide for the maximum amount of activity and pupil freedom.

In the new progressive classrooms, the fetish of left-hand light may be discarded. Chairs and tables will be movable to get proper lighting to suit individual needs. In order to gain a more completely informal environment, desk lamps, bridge lamps, wall lights, or drop lights may take the place of present lighting schemes. If opponents of such lighting arrangements propose the argument that such facilities are too fragile for the classroom and student use, the argument may be met with the statement that habits of proper regard for property can hardly be taught in a room where everything is practically indestructible. Indestructible property may in itself invite rowdyism.

Some forward-looking administrators have incorporated provisions for flexibility in buildings which have been built to make easy the adoption of the principles and practices of the new education. Such representative provisions have been considered in a new building at Corvallis, Oregon. Principal Adams in commenting upon the features of the new building mentions that:

All of the foregoing rooms (special rooms and classrooms) have been built on a functional basis, i. e., for a specific type of work. However, change that may occur in educational thought has been taken into consideration with its possibilities of expansion and alteration, so that classroom units and special rooms with their supporting walls have been planned so that the rooms can be easily enlarged or decreased in size (p. 39).[1]

To show how the principles of the progressive philosophy may be worked out in actual practice in an elementary classroom, attention is called to a well-designed progressive kindergarten room in Chicago reported by Wrightstone (p. 270).[14] The room for the kindergarten is designed especially for beauty, freedom and socialization. Its space equals that of two regular classrooms. There is a wardrobe for pupils' and teacher's cloaks, a drinking fountain, and play equipment. The room combines attractiveness with utility. There is a decorative fireplace in the center of one end wall, flanked on each side by open bookshelves, above which are cork board panels which may be used for pictures or pupil exhibits. The floor is laid with rubber tile in variegated shades of green, blue, and yellow. The furniture and wood trim are enameled. The room deviates from type in two respects—the sun bay and the folding partition. A circular seat forms a radiator enclosure within the sun bay, and in the middle of this seat there is a flower-box at windowsill height. A terrazzo pool for fish is in the center of the bay. The kindergarten may be divided into a playroom and a project room by a folding partition which, when closed, is recessed in a niche in the corridor wall. The partition contains a small communicating door, permitting access to each room. Certainly this is a far cry from the conventional, standardized, inspirationless classroom with which we are familiar.

Equipment

Irwin and Marks in their book *Fitting the School to the Child* (p. 128)[7] rather tersely suggest the fundamentals concerning equipment for a progressively planned classroom:

As the child needs other children around him, he also needs concrete materials to handle. The emptiness and colorlessness of the typical classroom from the child's point of view represents extreme poverty of experience. The ideal classroom will have plenty of wall space and small blackboards. A screen or a bulletin board for the class to use for posting is necessary. A property box, no matter how simply stocked, is essential. A glass case or cabinet for collections forms the foundation for the class museum. A piano and at least one work bench and a box of tools, regardless of the shop, should form a part of the regular classroom equipment. A closet for materials should contain paper, paste, clay, wood, etc. If possible, each child should have a locker in which to store unfinished pieces of work. Rooms for younger children should have a rug for each child and one

larger rug, so that the children may sit on the floor for stories and reading. Furniture that can be moved and chairs to fit the tables and also to fit the children are desirable for the sake of free atmosphere, as well as for physiological reasons.

It is rather evident that the foregoing suggestions for equipment concern the elementary classrooms.

Margaret Wells, in her book, *A Project Curriculum* (p. 178),[18] says that while a special plant is desirable for this sort of school, the new organization can be begun in a building of the ordinary type and at moderate expense, since the children can furnish much of the initial equipment and can make more and more of it as the organization develops. Her comment indicates how the new concept of the "activity program" can be attempted and carried out to a well-developed fruition in rather conventional surroundings.

Definite ideals for equipment must be set up, such as those suggested by Superintendent Lund of the new Hamden High School in Hamden, Connecticut. He states:

> In setting up the equipment we have stressed three things: flexibility, simplicity, and durability. Classroom seating, for example, with its combination of conference tables and chairs, stresses informality, opportunity for work, both individual and co-operative. Nothing but the best, and only that which can be used effectively, has been our watchword. . . . A library equipped for research, classrooms that will be workshops as well as forums for discussion, laboratories, shops, stage, gymnasiums, all challenging youth to do something about it (p. 38).[10]

Laboratories should be provided with a wide variety of equipment, rather than numerous sets of the same equipment. This will allow for individual freedom of work as well as for proper use of pupil interest. Many authors have stressed the laboratory aspect of the regular classroom, in that each room should have a wide variety of equipment, so that whatever the pupil interest may be, he can find something to put his hands to work in following out the interest.

The matter of uniform textbooks will receive somewhat of a blow if the progressive philosophy is followed out. Since "activity" is a high-light, a wide variety of books from which the pupils may get practice in collecting and organizing materials and in forming judgments will be necessary. It is difficult to secure a real problem situation when all pupils have read the same thing and where remarks by the pupil either to the class or to the teacher can be checked by other students only against the single text.

The "shop" is an essential feature which makes it possible to bring problems from the home to the school and to take problems from one class to another. The school "shop" may be a place where model mountains are made for the geography class, and the physics laboratory may be called upon to furnish air pumps and bell jars to illustrate the vacuum effects of tornadoes in connection with a study of disasters in a social-science group. The workroom of the progressive school has less need for extensive blackboard space and much more need for display cases, shelves, and bulletin boards where clippings, current events, illustrative materials, notices, and display material for group reports in various fields may be posted.

In general, equipment in the new type school will allow for more freedom, flexibility, and individualization than in the old type. It will be designed to meet many uses instead of one. Seats will be movable, there will be a great deal of built-in equipment in interior walls, lockers will be introduced for the use of children down to the kindergarten level. Each classroom will be not nearly so standardized as in the past. Perhaps the most adaptable type of equipment will be simple tables and chairs usable for both the activities of laboratory and study purposes. Equipment, like buildings, will reflect the imminence of change, and will be less restricted in its use.

Progressive Elementary Facilities

An excellent example of the flexibility that is necessary in progressive elementary school buildings and equipment is furnished by a report of Frances Lacy of a "Building a Playhouse" project for first graders.[9] The project was carried on at Cullowhee Demonstration School, a county consolidated school used as a demonstration and practice school by Western Carolina Teachers College. Here, in the heart of the mountains, 54 boys and girls from 5 to 14 years of age, all in the first grade, wanted to build an actual playhouse. A location under a large tree on the school grounds was picked

out by the youngsters. Each pupil had a part to play in the planning, construction, and furnishing of the playhouse. The planning was done by means of group conferences. Problems such as lighting and ventilation were attacked and solved before the construction was begun. Several of the bigger boys, who were at first motivated with some difficulty, actually suggested that they be given the opportunity to apply the tar-paper roofing, after they had taken the opportunity to watch some roofers at work. This solved a perplexing problem for the teacher. Since all of the work was done by the pupils, furnishing excellent opportunities for "activity" in the widest sense of the word, there was much learning done before the playhouse was completed and after they were able to enjoy its crude accommodations. This sort of project could hardly be carried to completion in a school where conventional classrooms and equipment and traditional instructional procedures were the order of the day.

Another example of the sort of "activity" which may be carried on within the confines of the classroom was given by Dwight Hamilton in "The Hubbard Woods School Rabbit Company."[5] This was a project carried on in the Winnetka system, known widely for its practical applications of the progressive principles, and headed by Carleton Washburne, a leading spirit in the Progressive movement. Shares were sold in a Rabbit Company, and directors and officers of the company were selected by the children. The children constructed the hutches and purchased other equipment from funds gathered in the stock-selling campaign. Rabbits were purchased for breeding purposes, and a market was sought in the Easter season. The work was all done by the children, under the able direction of Mr. Hamilton Dwight whenever they struck an unusually perplexing problem a bit advanced for their elementary-level heads. Fortunately, the parent rabbits provided good litters that were fed to selling size by the children, and the Easter market was taken advantage of to dispose of the "salable product." The shares of stock bought by the children were liquidated and a dividend amounting to approximately 75 per cent of the value of a share (25 cents being the par value of a share) was declared. The opportunities for learning through activity in such a project can hardly be estimated! A stretch of the imagination is necessary to conceive of such a project being carried on in a conventional school with standardized procedures and conventional equipment and facilities.

Another rabbit company project was pursued in the same school at a later date, with the result that an unfortunate market and difficulties with the breeding stock prevented a dividend being declared—the company actually losing money. Stock which had been bought at 25 cents per share was liquidated at only 23 cents per share, giving the pupils an excellent example of the fact that not all investments make money.

Many teachers and school administrators believe that the cost of equipment for the activity program is prohibitive. Some schools are able to set aside a small fund to be used by the elementary grades in purchasing kinds of materials that cannot be made or otherwise provided for. Where this is impossible, the sort of productive imagination exemplified by Homer Howard in an article, "Look in Your Own Backyard,"[6] is fruitful. In a school in Atlanta, Georgia, where funds were lacking for the purchase of essential equipment other devices were resorted to. It was found that workbenches could be borrowed from a surplus in the Manual Training Department of the University School. Tools from the same source were also available. Pictures were gathered from magazines brought in by the pupils. Vegetables in a large variety were also brought in. A peculiar type of clay, common to that region, was found to be excellent for modeling purposes and also formed the basis for water-color paints. A great deal of ingenuity was shown in getting different shades of red, blue, and yellow paints from different available clays—almost literally from the backyard. The children were thus able to make the paints they used in a variety of ways in their work. For some learning where weaving was involved, crude but workable looms were constructed by the pupils from surplus Georgia pine, readily available, and ingenious articles were made from ordinary corn shucks, of which there were large available supplies gratis. Paint brushes were made of pig bristles. Maps were improvised from the clay and clay paints. Circus animals were constructed for a miniature circus from old sacks, and again the supply of corn

shucks was called upon with some really clever results. Since large supplies of wood and clay were native to the particular territory, their varied uses were impressed upon the pupils, and a great deal of learning took place from the "activity" with materials literally gathered from their own backyards.

Here again is an illustration of the flexibility of school plant and equipment necessary for worthwhile learning exercises in a progressive school. Other illustrations could be cited from projects carried on in which orange crates, baby chicks, and white rats were used. The equipment and plant can really be functional if ingenious teachers make use of the interests and activities of the pupils in bringing about learning in actual life situations.

Progressive Secondary Facilities

Wrightstone has made some pertinent general comments on the effect of the progressive philosophy on the secondary classrooms and equipment.

> A survey of the regular secondary-school classrooms in progressive school systems reveals that they have not been adapted for the activity program as well as the elementary-school classrooms. However, the theory of the activity program is being incorporated more and more into the progressive secondary-school curriculum. . . . One finds that the same general principles and values hold for the secondary school as for the elementary school. The practices in the new secondary schools are beginning to place more and more emphasis upon the specific values of pupil activity, individualization and socialization of the instruction, pupil investigation and research, and creative expression in the language arts, graphic, plastic, and industrial arts (p. 270).[14]

The progressive secondary-school classroom, to provide for flexible use in a variety of activities, should be equipped with movable tables and chairs. In addition to science rooms, other progressive classrooms have tended to become workrooms demanding a laboratory setting, laboratory treatment, and laboratory supplies. Along the walls adequate bookcases and lockers are built in; and on the walls are cork bulletin boards. The modern classroom contains a radio outlet and floor-plugs to be used for lantern, projector, or portable motion-picture machines. The progressive room is equipped with shelves and exhibit cases for displaying models, drawing tools and equipment for expression in many media. On the table a number of current magazines and periodicals will be placed, along with an unabridged dictionary. The up-to-date social studies classroom, for instance, has on its bookselves an encyclopedia, and statistical reference material, such as the *World Almanac, Reader's Guide to Periodical Literature,* and *Who's Who in America.* School atlases, historical and geographical, are indispensable, and maps, both mounted and of the roller type, are on hand for easy reference. Similar materials are available in classrooms dedicated to other studies, especially the natural sciences and language arts.

Summary

In order to adapt the progressive philosophy to new school buildings and equipment, there is need to have an adequate concept of the philosophy with its implications. The "activity" program must be fully understood. Building plans will have to be drawn with an eye toward flexibility, utility, and variability of program. Adequate provision will be made for movable seating equipment, for built-in storage space in classrooms, for larger classrooms in which both the individual and the group are given plenty of work space, for well-lighted and equipped conference or workrooms either between pairs of classrooms or as an integral part of the classroom, and for all sorts of equipment which will enrich the opportunities of the pupil to orient himself in the life of which he is and will be a part.

Davis makes a good summary of detailed features of the progressive school plant and equipment when he says:

> It is evident that the plant and equipment needs of the progressive school are so unique that its program is definitely handicapped when operated in a conventional building. By way of summary the following list of features is appended:
>
> GROSS STRUCTURE—No particular differences, though flexibility is emphasized.
>
> ROOMS—Specialized workrooms fit the program better than study halls and class or recitation rooms. Small committee rooms and teacher consultation rooms adjacent to workrooms are very desirable. General homelike appearance is a requisite to experience in natural and complete living.

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Creative Education and Industrial Arts

By VERNE C. FRYKLUND

THE past half century has witnessed greater creative achievement in quality and in quantity of material goods than has any previous age in history. And there have been more widespread revolutionary changes in economics and in industry than in any previous age in history. Measured in terms of relative success, and in comparison with attainment of previous generations, centuries of human achievement have been crowded into the short space of a half century of unusual dynamic activity. The many achievements of this period did not just happen; they did not just spring into being. They came in consequence of years of attainment. And now there are accumulated patterns of learning that can be brought forth to meet each moment of potential achievement.

While these seemingly sudden high objective attainments have come in a period of years that seems short when we reflect in terms of ages, they have not come in consequence of aimless experimentation. They have come through years of purposing, planning and organizing of human and material resources in the matching of each bit of work at hand. The skills, attitudes, ideals and appreciations produced by the accumulated experiences of individuals have combined to compose the learned makeup of each individual, and thus in combination they have provided him with the resources from which to draw in directing the changes in his environment.

The evolution to the increasingly dynamic society of today began slowly because of the early limitations of knowledge and of control over environment. This gradual evolution has gathered momentum in proportion as people have pyramided their learnings in solving the problems of their day. Funds of knowledges and abilities have increased as the rate of achievement has increased. Individual human resources, literature, museums, laboratories, and shops all have grown in proportion as time has produced these great creative achievements. We have attained these high objective achievements today because our ancestors, generation after generation, gradually achieved and passed on through education the learnings of the race. This has improved education. We can well say that the high attainments of the present day have come, in large measure, in consequence of the influence of education on the individual and the influence of the individual on education. That is, we can say that the joint experiences of life outside of the school and in the school itself have gradually changed the perspective of things to come.

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Through the years, these growing achievements have not been marked with full satisfaction and tranquillity for the people who have helped to initiate, organize and direct these changes. Dissatisfaction with formal education has been expressed by every generation. People outside of school as well as leading educators always have been more or less dissatisfied with school offerings of their times. They have said that education is too slow. They have said that education lags too far behind creative world achievement.

These critics have pointed out that two major segments of civilization have gradually been developed; the dynamic material aspects of business and industry, and the seemingly static world of culture and social institutions. Formal education is represented in the social institutions because the schools supply the trained people who must work in and direct the achievements of business and industry. Thinkers from within and from without the schools tell us that the differences in pace of achievement in these two great segments of civilization are too great. These critics, themselves products of schools, should know these shortcom-

ings because they themselves have ventured forth from formal education to creative world achievement. They may be right when they say that school learning lags far behind achievement outside of the schools. And as time passes, each generation continues to throw challenges to all of the educational institutions of its day. The present generation demands that the school must increase its emphasis on creative education. And that goes for us, too; we who are closest to the development of industrial arts education.

Industrial arts education from its beginnings has shared in contributing to the whole scheme of formal education. It has been and still is under criticism because it, too, is assumed to lag in its contribution to creative learning. There is increasing desire for industrial arts to provide fundamental experiences that were natural for our youth a generation ago. These were experiences that involved the gamuts of chores represented in farm and city activities and because of the way things are done today, opportunities for providing these fundamental experiences are missing. It is doubtful whether it should be our desire in some way to reduce exactly these situations of an earlier day. It is true that they exacted the best of one's abilities at the time, and the produced outcomes that could well be expressed in terms of ideals, attitudes, appreciations and skills, but do we need to reproduce them just because a few individuals believe that the newer kinds of experiences are not better for youth of today? There are new ways to do things today and there are other things to do. In its historical value it does shed some light on the possible future trends and means of control, but with the ever rapidly increasing pace of attainment, the past has come to have less and less value. In fact, tradition seems continually to be upset in creative achievement today.

Our youth have a longer life span ahead than their parents have or than we have. There is now, and there will be in the future, need for training young people in how to help initiate, organize, and direct future changes in industry, labor, agriculture, religion, government, education, and science. This need is more acute today than ever before. It calls for problem-solving experiences in and experimentation with representative materials and production methods of our time. Industrial arts of today can represent many of our current industrial activities and also provide genuine problem-solving experiences. However, experimentation in industrial arts can have little value if it functions through fumbling and puttering under the guise of meeting spontaneous desires for creating. Experimentation has its chief value when it is given motive and direction. There can be experimentation; there can be problem-solving; there can be encouragement toward bringing out spontaneous desires; there can be creative development of a solid and lasting kind, if there is system, order, regularity, and sequence.

Growth and development lead to progress; progress suggests change for the better; and considerable permanency and organization are essential in order that there can be control and direction of change. This is manifest in the fact that system has made more certain the orderly growth and achievements of today.

Our leaders tell us that industrial arts education is rapidly becoming systematic. In so doing it is coming closer and closer to materials and methods representative of the industrial world. It is coming closer and closer to creative learning because of guided opportunities that are provided for experience in industrial activities. In passing from disorder to system, industrial arts has successfully withstood efforts to reduce the manipulative offerings in favor of information. For several years a few of our leaders were disposed to an extreme in emphasizing information as a means of attaining desirable outcomes in industrial arts. Today the tendency is for industrial arts offerings to include a representative industrial content. If the activity is largely manipulative in nature, then the instructional emphasis is also manipulative, but information is given its appropriate place. Industrial arts essentially is manipulative, and if it is not based fundamentally on manipulative experiences, it is likely to be something else. There is danger, lest, in their efforts to cover too wide a range of activities, teachers may become willing to accept vicarious experiences without basing them on situations in which pupils have actually participated in industrial materials and processes. Their pupils may be reading about industrial arts activities instead of actually experiencing them. The best technique yet produced for discovering this representative balance is activity and trade analysis. The term trade is brought into this ex-

pression, because any forward-looking educator recognizes that those activities in creative industrial achievement in which industrial arts proposes to offer opportunities for experience, are numbered among the crafts. John Dewey in his Kappa Delta Pi lectures[1] says, "Nothing can be more absurd educationally than to make a plea for a variety of active occupations in the school while decrying the need for progressive organization of information and ideas. Intelligent activity is distinguished from aimless activity by the fact that it involves selection of means—analysis—out of a variety of conditions that are present, and arrangement—synthesis—to reach an intended aim or purpose. . . . The final justification of shops, kitchens, and so on, in the school is not just that they afford opportunity for activity, but that they provide opportunity for the kind of activity or for acquisition of mechanical skills which leads students to attend to the relation of means and ends, and then to consideration of the way things interact with one another to produce definite effects." This is nothing more or less than a plea for preservation of the good functions of trade analysis in bringing about system and organization in industrial offerings.

Industrial arts education finds its inception formally in the kindergarten with materials and achievement limited to the physical development of the child. It increases in its breadth of materials and experiencing throughout the grades. In the high school the materials and methods must necessarily match the crafts of the time if industrial arts education is to fulfill its generally accepted principles, concepts and beliefs. Industrial arts in the highest school levels can be nothing else than large samplings of the crafts. There is no dividing line that naturally sets industrial arts from trade education. They fuse somewhere and sometime in the offerings of the school with increasing emphasis on craftsmanship as the higher levels are reached.

This leads to the next point of consideration in bringing industrial arts into pace with creative achievement outside of the school. As stated above, system and organization are necessary in order to assure solid and lasting achievement in any creative area of world activity; and there can be opportunities in industrial arts for experimentation and problem solving of the fullest creative value provided there is system and organization. This calls for a planned course of instruction based upon educational objectives, and with outcomes indicated in terms of ideals, attitudes, appreciations, and skills. There must be fundamentals described in advance and in terms of the objectives. These fundamentals must be taught in relation to any proposed experimentation and problem-solving experiences. Any assumption that fundamentals are learned best incidentally, lessens the creative possibilities of industrial arts and reduces the experiences to mere puttering. Such practices lessen the effects of safety instruction and lead to abuse of equipment and waste of materials. Any sort of experimentation that is not based upon system and organization can be nothing more than an excuse for poor teaching. We seek master teaching and in order to secure it, we cannot avoid practice of the good principles of psychology, sociology, and economics. They tell us that planning and systematic execution are necessary if advancement of human welfare is concerned.

While industrial arts is charting its course definitely in the direction of system and creative learning, there remain a few who disparage the thought of planned content and better organization of units of instruction with their unavoidable corollary, master teaching. Leaders believe that learning is incidental and that undirected experimentation utilizes the instincts and the interests to the fullest advantage. They say that in incidental learning appear the real values of industrial arts. So frequently they point to the teaching of modern arithmetic in contention of their beliefs. They say that modern arithmetic instruction is based upon incidental learning and since success is reported in that area, industrial arts should follow the same practice. However, examination of such studies as those of Hanna, Benezet, Harap, Mapes, and others show conclusively that organized instruction is necessary to progressive learning in modern arithmetic. There is no more excuse for advocating incidental learning in shop work than in arithmetic. The closer to the principle of inci-

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[1] John Dewey. *Experience and Education.* New York: Macmillan Company. 1938. Pp. 105, 106 (by permission).

Final Examination a Stimulus to Learning

By IRA O. SCOTT

MANY valuable hours of every school student's time is spent taking examinations. Much precious teacher energy is consumed preparing, administering, and scoring those examinations.

If examinations have value as a teaching device in stimulating learning, this expenditure of time and effort of both teacher and student is justified. If no such value is demonstrable, then that time and energy might well be expended more profitably.

Because of the increasing emphasis being placed upon the testing program in modern educational practice, the junior and senior high schools of Garden City, Kansas, were chosen for an experiment which attempted to evaluate the final examination as an instructional device to teach certain subjects.

In order to carry out this experiment the following thirteen classes were selected: Three groups each in seventh-grade arithmetic; eighth- and twelfth-grade American history; eighth-grade civics; seventh-, ninth-, eleventh-, and twelfth-grade English; seventh-grade geography, tenth-grade geometry, and eleventh-grade physics; and two groups each in ninth-grade algebra and ninth-grade biology. The study involved 805 students divided into 37 instructional groups. These groups were equated on the basis of scores made on intelligence tests.

The same teacher taught both control and experimental groups; the same subject matter was covered by the groups; and the same methods of teaching were employed in all groups of each class. The only difference between the groups was in the tests given to Groups A and B to determine the value of these examinations to stimulate learning.

All groups were given standard tests and teacher-made tests in the subject-matter field at the beginning of the year. The A group was to be given six weeks' tests, a mid-year, and a final examination for the year. Group B was to be given six weeks' tests but no final examination. Group C was not to be given either six-week tests or final examination. This was the information given the students at the beginning of the year, however, all groups were given both the standard tests and the teacher-made tests at the end of the year, the same as those administered at the beginning of the year.

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Through the application of statistical methods, the results of this testing program were evaluated to determine which group gained the greatest amount and whether the gain was statistically significant.

The mean gains for each of the groups taking each of the thirteen subjects were calculated from the scores tabulated from the results of the pre-test and the end-test.

A wide range was observed in the standard deviations of gains and the standard error of mean gains. This indicated that where knowledge of subject matter depended largely upon acquisition of tangible facts, the reliability of measurement was relatively high, but where the subject matter was non-scientific and varied, the reliability of measurement was much lower.

The differences between the mean gains of Groups A and C and of Groups B and C were calculated for each of the thirteen subjects and interpreted in terms of their critical ratios. Thus the chance of significant difference could be computed. The critical ratios were statistically significant in 21 out of 24 cases.

It may therefore be concluded that, since examinations as instructional devices caused significant differences in the achievement of students in all of the classes studied with the exception of

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Skill Is Not Enough

By R. A. KENT

IN THE March PHI DELTA KAPPAN, received a few days ago, is a strong argument for training in public speaking as a highly important aspect of general teacher education. The reasons presented are cogent and the applications pointedly and clearly made. On the whole there is very much in the statement to support the claim set forth.[1]

It is unfortunate, however, that in certain important respects the article is seriously misleading. Particularly does this statement hold with reference both to the analogies of professional training drawn outside of education and also to the implications for education itself.

With reference to other professions the author states:

> With the surgeon the skill rests upon the facile manner in which he makes incisions, sews sutures, clamps forceps, foresees and forestalls complications, etc. With the lawyer, the art of the profession rests upon the ability to sway a jury, to convince a judge, to protect a client. In both instances, the attainment of that skill usually comes only after long and arduous practice, manipulative practice for the surgeon, argumentative practive for the lawyer. In both instances such practice periods are prescribed and provided for by the college.

This statement is partially true, in a sense, but it is also highly misleading. "The ability to sway the public" is worthless unless the lawyer knows the law of the case thoroughly, and "to convince a judge" is left only for those who have mastered the law and the evidence. One question from a Justice sitting on the United States Supreme Bench, the potential tribunal of every major suit, has flattened many a soaring aspirant, depending mainly for success on his delivery. The skill of a surgeon in a facile manner to make incisions, secure sutures and clamp forceps is of great importance but in itself is only a minor index of the great surgeon. He does not achieve distinction and renown because of his manual dexterity but because of his intellectual mastery. No person can perform the art of surgery intelligently, that is skillfully, until he is a scholar in his field.

A classic illustration of this is afforded in the experience of Ephraim McDowell, who at thirty-eight years of age was in 1799 "the leading surgeon of the Kentucky frontier." After his report of his first ovariotomy had been published, he was criticized because it contained uncertain data. With fitting scorn he referred to this criticism in a letter to a friend, thus:

> I thought my statement sufficiently explicit to warrant any surgeon's performing the operation when necessary without hazarding the odium of making an experiment; and I think my description of the mode of operating, and of the anatomy of the parts concerned, clear enough to enable any good anatomist, possessing the judgment requisite for a surgeon, to operate with safety. I hope no operator of any other description may ever attempt it. It is my most ardent wish that this operation remain, to the mechanical surgeon, forever incomprehensible. Such have been the bane of the science; intruding themselves into the ranks of the profession, with no other qualifications but boldness in undertaking, ignorance of their responsibility, and indifference to the lives of their patients; proceeding according to the special dictates of some author, as mechanical as themselves, they cut and tear with fearless indifference utterly incapable of exercising any judgment of their own in cases of emergency, and sometimes without even possessing the slightest knowledge of the parts concerned. The preposterous and impious attempts of such pretenders can seldom fail to prove destructive to the patient, and disgraceful to the science. It is by such this noble science has been degraded in the minds of many to the rank of an art.[2]

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[1] Lafferty, H. M., "A Neglected Step in Teacher Education," THE PHI DELTA KAPPAN, March, 1938, pp.243-245.

[2] Flexner, James Thomas, *Doctors on Horseback* (Viking Press, 1937), pp. 149-150.

Contemporary citation may profitably be made to Engineering and Dentistry. A person familiar with the instruments and routine performances in the former field could with ease indicate what characterizes the "art" of Engineering. But today leading engineers themselves are aware of the fact that their artistry is their handicap. They are calling in no uncertain terms for more knowledge—science—to precede and to be the foundation for the application of the art.

But it is in the latter of these two fields, Dentistry, that the most cogent argument is to be found. Perhaps there is no profession where the artisan side has been more highly developed. Certainly one of the oldest professions, reaching back into Egyptian culture, yet with one or two exceptions of ephemeral duration Dentistry never began to take on the characteristics of a genuine profession until less than two decades ago. And when the really professional revival began, the practice had sunk to such a low level that it scarcely deserved to be designated as respectably good mouth or teeth plumbing. Not only the implements of the trade but even the idea-content itself had been so highly commercialized that modes and forms of practice on the patient himself were being selected according to the financial returns they would bring to the "artist."

Now the dentist is learning that every health affectation in the mouth is reflected in general bodily tone and conversely that every physical ill of the general system is registered in some form of modification of mouth health. The dentist of tomorrow will and must know his human anatomy, physiology, and biology before he can handle his forceps and fillings.

To assert or to imply that the competence of the lawyer, the surgeon, or of the follower of any other profession is contingent mainly upon his ability to exercise the mechanical art of his profession, linguistic or mechanical, is to commit an egregious error. Facts from the professions in general do not support that argument. On the contrary, they furnish ample evidence to contradict it. Furthermore, the argument is one that is fraught with serious danger for the profession of education itself.

With respect to the specific item of oral expression, certain seldom-mentioned considerations are pertinent. Alexander Inglis, in his volume on "Principles of Secondary Education," pointedly says, "Extensive thinking without extensive vocabulary is impossible. Extensive vocabulary with out extensive thinking is quite possible and very common."[3] He further states, "The laws of habit tend inevitably to confirm the practice of grasping the general meaning of an expression seen in print or heard and of utilizing somewhat stereotyped expressions which but partially and approximately convey the correct thought. Attention sinks to a low level and the conscious relationing of words to thought is minimized. Mental inertia leads to following the line of least resistance and results in the individual taking the easier path around rather than the more effortful path through the thinking process."[4]

The above was written twenty years ago. Applied to education it was never any more true than it is today. Especially is it to be noted in certain types of our professional literature. No small part of current discussion, especially of such topics as educational "ideals" and "goals," is far more voluble than contributing to genuine thinking. Translated into simple words, a striking part of it would not be worth printing. Unquestionably, the same sort of criticism is merited, though to a lesser degree, in instruction.

Further danger for education lies in the rather general parallel between the traditional type of educational program for training teachers and programs for aspirants to other professions. In the time-honored normal school, and still to a large extent in teachers' colleges, there is undue emphasis upon teaching the skills. To the extent that this is true, only artisans will be developed. While artisans are in no sense to be looked down upon, it still remains true that a body of homogenous workers who are only or mainly artisans will never constitute a profession. May I call attention to the definition of "profession" which by striking coincidence appears in the same issue of THE PHI DELTA KAPPAN as the article under discussion, and credited to Justice Brandeis. In it he says:

First, a profession is an occupation for which the necessary preliminary training is intellectual in char-

[3] Inglis, Alexander, *Principles of Secondary Education* (Boston: Houghton Mifflin Company, 1918), p. 430.
[4] Ibid., p. 435.

acter, involving knowledge and to some extent learning, as distinguished from mere skill.[8]

The widespread recent concern about teacher education on the part of members of the profession, as well as others, is based to no small degree upon suspected weakness in the very point stressed by the Justice. In a profession there can be no genuine skill or art without a complete body of appropriate scientific data thoroughly mastered. Teacher education has too long stressed the former to the disadvantage of the latter and to the serious impoverishment of the profession.

[8] "Definition of a Profession," THE PHI DELTA KAPPAN, March, 1938, p. 213.

Progressive Implications

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SEATING—Tables and chair substituted for fixed seats and tables.

LIGHTING—Natural light not necessarily from one side, and artificial light provided for worktables and committee or group conferences.

ACOUSTICS—Protection of floors and walls so as to prevent disturbing noises from general activity in a room, rather than to facilitate carrying of teacher's voice from the front.

INSTRUCTIONAL APPARATUS—A wide range of equipment in laboratories and shops instead of many duplicate sets of apparatus. A variety of reference books to replace uniform texts.

EXHIBIT AND STORAGE FACILITIES—Much shelving, bulletin space, and many cabinets needed. Pictures and hangings. Free use of pictures and hangings needed, not only to emphasize homelike conditions, but to lend atmosphere to workrooms (p. 26).[3]

The old conception of the classroom as a place for reciting lessons will be changed. The modern and progressive classroom must be a workroom adapted for self-directed group and individual activities. Its environment must truly stimulate and permit the realization of the evolving objectives of a new education. The classroom facilities are inextricably part and parcel of a progressive concept of education.

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Industrial Arts

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dental learning that a teacher comes in keeping his shop classes, the more like chaos industrial arts will become. What actually happens in a shop cannot be covered by words. There is grave injustice to the learners and to taxpayers, especially when most of them cannot judge immediate quality by observation. For ultimate evaluation they must depend upon the present analyses of leaders and upon the more remote consequences outside of the school. Naturally, if progressive attainment is sought, there must be progressive planning.

In concluding, there should be a note of satisfaction expressed in what has been accomplished. Those who say that education is far behind creative world achievement should reflect that industrial arts is rapidly helping to close the gap. The gap was probably greater before industrial arts found a permanent place in the curriculum. There must be purposing, planning, and organizing in industrial arts education. When this is accomplished, we can expect to contribute in the fullest measure to the training of our youth so they can help, organize, and direct creative achievement.

Proportion

Single virtues are not necessarily good of themselves. It is the personality as a whole that is good or bad, strong or weak. A trait of character which in good relation to others may be admirable, if greatly developed and emphasized out of such harmonious relation may be a serious defect.

Only in right proportion and in right relation to each other can specific traits of character with certainty improve the quality of personality.

Courage

When we see fear and caution rule men's actions, and shrewd calculation to keep on the winning side provide support for arbitrary power, we may feel that the chief need of the times is courage. When our day-by-day relationships are marred by the lack of quiet strength to deal candidly and openly with one another, we may feel with some reason that no greater gift than fearlessness could come to us.

Yet, when we see persons who have courage undisciplined by good will, by a sense of appropriateness, or by a wholesome questioning of their own judgment, we observe how destructive a strong quality may be when it stands single, and is not integrated with the entire personality.

Courage and Tolerance

Although men are social creatures who can exist only in association with one another, they differ greatly in standards, tastes, and judgments. How they can live and work together, as they must, without giving up individual integrity or surrendering differences and critical attitudes which make progress possible—that is an ever-present problem of individuals and of society.

Social unity may be secured by force and by arbitrary indoctrination of ideas, or it may be secured through the free play of ideas, with gradual approach to consensus of opinion. Democracy is immature, shot through with elements of arbitrary power; physical coercion, vested privilege, economic compulsion, political manipulation, and the strategy and intrigue of ambition. Courage is essential to free the democratic process from these perversions. Yet orderly transition is so imperative, and judgments of motives so fallible, that tolerance is as essential as courage. Only judgment can arbitrate between them.

Courage and Poise

A mark of the well-bred man is that he does not flaunt his quality, but carries it as a matter of course. A person who recently has acquired some good quality by great effort, and holds it precariously, often feels the need of exhibiting it with conspicuous display, to assure himself of its possession. A timid, recessive person who has fought long and stubbornly to overcome his fault often proclaims his achievement by unusual independence and daring in some field. Often the typical reformer is a person who compensates for a lack of self-confidence by risking himself unreservedly for a cause. Sometimes his innate sanity, contact with well-balanced people, and association with a great purpose gradually correct these extremes.

Much as society owes to dramatic demonstrations of courage, they tend to be awkward and not integrated with well-proportioned character, and sometimes are ill-considered in expression. There is another kind of courage, so blended in the unity of fine character that it seldom is separately distinguishable. Through native endowment, fortunate rearing, or conscious achievement, some men in their everyday personal affairs have developed the habit of open, direct relations, together with tact, good will, and tolerance.

Where the tyro in newly developed courage may proceed by dramatic conflict, the person of mature and integrated character may make direct and friendly approach, expecting to clear away misunderstanding and to find common ground, with patience and tolerance, but without compromise. The person of mature courage in his day-by-day relations expresses his real opinions where expression is appropriate. He leaves no trail of evasion or indirection.

This simple directness in everyday personal relations, when associated with good will, reserve, and understanding tolerance, is the finest form of courage. It gives quality to any person and to any society, and is worth the persistent effort of one who has undertaken to achieve for himself unity and good proportion of personality.—Arthur E. Morgan, *Antioch Notes,* October 1, 1938.

A popular government without popular information or the means of acquiring it is but the prologue to a farce or tragedy, or, perhaps, both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power knowledge gives.

—*James Madison.*

Buy "Teaching as a Man's Job"

"Every Member an Elder Brother"

No Substitute for the Teacher

By V. KERSEY

There is no substitute for the teacher. Probably no other period in the history of American education has witnessed the development and usage of more special teacher services, more devices, mechanical aids, and materials than at present. Visual education, radio education, special subject teachers, counselors, contests, excursions, and assemblies are a few of the important and recent developments bearing upon classroom work which have to do with the teacher and the child in the learning situation.

With the development of these and many other new aspects of education, there are those who have thought that the number of children per regular teacher should be steadily increased. There is logic to this contention in its more theoretical and in some of the objective measurements of educational progress. If, however, these added and needed parts of a modern educational program are in any major way presumed to replace teacher impact upon pupil personality, if they are to dilute the teacher-pupil contact, and if they are to lessen pupil-teacher understanding, they are less valuable than that which they replace.

What is desired, and this is true in many situations in life as well as in education, is *balance*. There should be balance between teacher-pupil time and the self-directed activities of the pupils.

The pupil load per teacher is determined first of all for the optimum advantage to the pupils. The size of the class must be in relationship to many factors. Of course one of these factors will be the funds available to pay for teacher service. It will be difficult to attain the economical teacher load for all teachers even in a single school as indicated by the maximum return for the investment.

All the added educating factors are desirable in the school today. We want balance between the expenditures for facilities, offices, and special services on one hand and the teacher-pupil personality impact on the other hand. We desire maximum return for pupil unit education costs.

We have been preserving pupil-teacher personality impact relationships. To do this best we must look to two things, one being a reduction in oversize classes and the other the discontinuance of all abnormally small classes. We must, and rightfully so, expect the class-size average to advance. There is disadvantage in undersize-class teaching just as there is disadvantage in oversize-class teaching.

The whole of administration, supervision, and management has to do with the provision of the most advantageous teacher-pupil educational relationship. Keeping teachers at their best is necessary before pupils can attain their best. There must be guaranteed assurance that it is more valuable for a pupil to see and hear a picture, listen to the radio, go on an excursion, or be anywhere other than in the usual learning relationship with the teacher. Truly there is no substitute for the teacher in all pupil schooling. A modern educational program is not complete in the classroom. The integration of personality requires a range of educational experiences representative of all phases of desirable living.

Never will we overlook the importance of the teaching job, the teacher, and the proper class size. We must expect a continuance of the facilities and possibly their increase as time goes on.—From *Los Angeles School Journal,* March 28, 1938.

Final Examination

(Continued from page 47)

Geography 7, English 10, and English 11, this experiment revealed almost a completely reliable difference in favor of using the examination as a means to stimulating learning.

For additional research along this line it is suggested that a similar experiment be carried out on a limited scale in many different schools selected from a wide area. The students selected could be divided into two equated groups—examination, and non-examination. They could be enrolled in a course in biology, for example. The pre-test and end-test could be administered with standard and teacher-made tests. The students should have some stability in residence so that after the conclusion of the first summer vacation following the spring when they had taken the end-test, the groups could be given the test again. The enrollment of the groups could be controlled so that none of the members would have any work in biology the following year. Then at the end of the school year the tests could be given again. Through the application of statistical methods, the results could be checked. This procedure would determine the permanence of the learning, and would be an interesting addition to the outcome of the present study the nature of which made it impossible to carry forward the experiment an additional year in the Garden City schools.

Keeping Abreast of the Times

Personal and Professional

JOHN P. ANDERSON (Beta 1633) has been appointed as director of remedial education at Hendrix College, Conway, Arkansas.

PAUL L. ANDERSON (Eta 550) will replace CHARLES HENRY as superintendent of the Dillon, Montana, public schools and director of training at Montana State Normal college.

SAMUEL HOWARD ARCHER has resigned from the presidency of Morehouse College, Atlanta, Georgia, after serving for eleven years.

ALBERT F. ARNASON (Alpha Theta 267) has been named as president of the Bottineau, North Dakota, School of Forestry.

E. G. BLACKSTONE (Epsilon 224) has been appointed head of the commercial education division in the School of Education, University of Southern California, Los Angeles.

CHARLES BULGER has succeeded ALBERT I. SPANTON as dean of the College of Liberal Arts at the University of Akron, Akron, Ohio.

THOMAS W. BUTCHER (Zeta 665) has completed twenty-five years of service as president of Kansas State Teachers College, Emporia, Kansas.

DOAK S. CAMPBELL (Psi 249) has been named Dean of the Graduate School of Education, and Director of the Senior College, George Peabody College for Teachers, Nashville, Tennessee.

GROVER CLARK, Professor of Economics, University of Denver, died on July 17 at Charlotteville, Virginia, while he was conducting a Round Table on the Far East at the Institute of Public Affairs at the University of Virginia.

H. HARRISON CLARKE has been promoted to the rank of Assistant Professor at Syracuse University in the School of Education.

JOHN S. CLEAVINGER, associate professor of Library Service, Columbia University will conduct a survey of library personnel and library training agencies in Michigan this autumn.

W. G. CLIPPINGER has resigned from the presidency of Otterbein College, Westerville, Ohio, after serving for more than a quarter of a century.

CLEM COLLINS, Dean of the School of Commerce of the University of Denver was re-elected president of the American Institute of Accountancy at the annual meeting of the Institute at Cincinnati during the week of September 26.

JOSEPH A. DAY has been chosen to serve as president of the Henderson State Teachers College at Arkadelphia, Arkansas.

WILSON ELKINS has been appointed president of San Angelo College, San Angelo, Texas.

GLENN FEATHERSTON (Gamma 464) has been appointed to serve as director of the research division of the Missouri State Department of Education. Mr. Featherston, who has been superintendent of schools in Huntsville, Missouri, takes the place of ARTY SMITH (Alpha Alpha 151) who has accepted a position at Phillips University, Enid, Oklahoma.

JOHN C. FUTRALL was the guest of honor at a recent luncheon meeting of the University of Arkansas Alumni Association on the occasion of the twenty-fifth anniversary of his inauguration as president of the University.

WESLEY GADD has resigned from the faculty of Franklin and Marshall College, Lancaster, Pa., to become Dean of men at the University of Colorado. His place as professor of business administration at Franklin and Marshall will be taken by RICHARD SERVISS.

RUSSELL GALT has become dean of Susquehanna University, Selinsgrove, Pennsylvania.

JOSEF EGMOND GELLERMANN has been named as professor of sociology and psychology at the School of Economics and Government of the National University, Washington, D. C.

WELLS HARRINGTON (Beta 1516) is now professor and head of the Department of Education and Psychology at Limestone College, Gaffney, South Carolina. He is also the director of a demonstration school which is committed to progressive school methods and aims.

LASHLEY G. HARVEY is beginning service as assistant professor of education at the University of New Hampshire.

H. W. JINSKE (Psi 808) assumed his duties as professor of education at Arkansas College when the college opened the fall semester last month.

EDGAR G. JOHNSON of the University of Michigan is on leave this year to serve as field agent for the Cooperative Study of Secondary School Standards.

I. B. JOHNSON has been appointed director of the experiment station at South Dakota State College.

TRUMAN L. KELLEY (Delta 263) was named as president of the Psychometric Society at the Ohio meeting of the society in September.

WILLIAM H. KILPATRICK (Beta 125) has been engaged to serve as adviser in curriculum development at Adelphi College, Garden City, New York.

LESLIE W. KINDRED (Omega 230) is the new director of the Marsh Foundation School, Van Wert, Ohio.

RAY F. KUNS (Alpha Iota 342) has been awarded a prize in a national competition for papers describing the improvements in techniques in arc-welding, offered by a Foundation interested in the process.

KARL C. LEEBRICK will be installed as president of Kent State University, Ohio, on October 21. President Leebrick was formerly dean of the College of Liberal Arts, Syracuse University.

GILBERT R. LYON, for eleven years supervising principal at Smithtown Branch, Long Island, has succeeded E. R. VAN KLEECK (Theta 262) as superintendent of schools at Norwich, New York. MR. VAN KLEECK succeeded SAMUEL M. BROWNELL as superintendent of schools of the five Grosse Pointe, Michigan, communities July 1. SUPERINDENT BROWNELL (Omicron 129) succeeded FRANK E. SPAULDING, formerly superintendent of schools at Cleveland, Ohio, as professor of educational administration in the Graduate School at Yale University.

RODERIC D. MATTHEWS (Tau 168) is on a leave of absence from the School of Education, University of Pennsylvania, to serve as a field worker for the Cooperative Study of Secondary School Standards.

JAMES MORRISON has resigned from the Northern State Teachers College, South Dakota, to accept a similar position in the Wayne Teachers College, Nebraska.

N. P. NEILSON (Lambda 229) has accepted the newly created post of executive secretary of the American Association for Health, Physical Education and Recreation, with offices in Washington, D.C.

STANLEY B. NILES has succeeded HARRY D. HENRY as president of Iowa Wesleyan College, Mount Pleasant, Iowa.

IRVING F. PEARSON (Pi 124) formerly County Superintendent of Schools, Rockford, Illinois, has been named as Executive Secretary of the Illinois Education Association.

FREDERICK PISTOR has been elected principal of the Elementary Training School at the New Mexico State Teachers College.

DEAN CHARLES E. PRALL, of the School of Education, University of Pennsylvania, has sailed for England to make a year's study of higher education in England and Scotland. FRANK W. SHOCKLEY will serve as acting dean for the current year.

On September 1, 1938, the Arizona Education Association secured the services of a full-time executive secretary for the first time in the history of the organization. NOLAN D. PULLIAM (Delta 502), formerly superintendent of Madison School, Phoenix, was chosen for the position. DONALD R. SHELDON, superintendent of schools at Prescott, is president of the Arizona Education Association.

CHARLES EDWARD RUGH (Lambda 21), professor emeritus in education at the University of California, died September 29 in San Francisco.

R. L. SCHANCK has been appointed acting associate professor of Education at the Louisiana State University, during the absence, on leave, of PAUL C. YOUNG.

CARL L. SCHRADER, formerly State Supervisor of Physical Education for Massachusetts, has been named Professor in the School of Physical Education at Ithaca College, Ithaca, New York.

FORREST L. SHOEMAKER (Sigma 461) has been added to the staff at Ohio State University as instructor in Education.

ELLISON M. SMITH (Psi 515) has become a member of the staff of the University of South Carolina as extension professor of elementary education.

JAMES B. STROUD has been appointed as associate professor of education at the University of Iowa.

HOWARD E. TEMPERO (Zeta 898) has been appointed an instructor in the Teachers College, Johnson, Vermont.

TRACY F. TYLER (Omicron 231) has accepted a position in the College of Education, the University of Minnesota.

KENNETH R. UMFLEET has been appointed professor of music education at Knox College, Galesburg, Illinois.

GEORGE A. WARFIELD, dean of the School of Commerce, University of Denver, Denver, Colorado, since 1913, has resigned because of ill health.

WILLIAM W. WATTENBERG (Upsilon 481) has accepted a position with the Chicago Teachers College.

Meetings and Conferences

TEACHERS OF THE OMAHA PUBLIC SCHOOLS have held their second annual fall conference on Instruc-

tion, under the direction of Homer W. Anderson (Epsilon 125), superintendent. The meeting, planned by teachers and administrators, was concerned especially with the improvement of instruction. W. A. Anderson and S. A. Hamrin (Upsilon 228), of the Northwestern University School of Education addressed the teachers present.

OCTOBER 25-28. Kansas City, Missouri, will be the host to the American Public Health Association for the annual convention.

OCTOBER 26-28. An Adult Education Conference will be held at Temple University, Philadelphia. The Pennsylvania State Association for Adult Education and the Middle Atlantic States Regional Conference on Adult Education are co-operating on plans for the meeting. The subject selected for principal consideration is "Adult Education and Social Action."

OCTOBER 27-28. The Committee on Measurement and Guidance of the American Council on Education, the Commission on the Relation of School and College of the Progressive Education Association, the Co-operative Test Bureau, and the Educational Records Bureau will sponsor an Educational Conference at the Hotel Roosevelt in New York City. Various phases of problems such as measurement in individualizing instruction, and the selection and training of teachers will be discussed at the meeting.

NOVEMBER 4, 5. Food Service Directors; annual conference. Hotel Seneca, Rochester, New York.

NOVEMBER 6-12. American Education Week.

NOVEMBER 10-12. The Southern Audio-Visual conference, Atlanta, Georgia. Methods, materials, and sources of supply will be discussed at the meeting.

NOVEMBER 13-19. Children's Book Week.

NOVEMBER 14-18. Child Study Association of America. Conference on child life and family relationships; 50th anniversary program. Hotel Roosevelt, New York City.

NOVEMBER 18. The University of Denver will conduct the second annual Conference for the Improvement of Teaching on November 18. The theme of the conference is to be "Ways and Means of Utilizing the Resources of the Community in the Classroom." Dr. Edwin A. Lee, professor of Education at Teacher's College, Columbia University, will be the principal speaker, both at the general session, which will be held on the campus at 9:00, before the teachers leave for their observation of classroom procedures, and at the dinner, which will close the conference. For those teachers who desire substitutes, the University will supply qualified student teachers.

NOVEMBER 20-23. Members of the National Rehabilitation Association will meet for their yearly convention in Miami, Florida.

NOVEMBER 25, 26. National Council of Social Studies; annual convention. Hotel William Penn, Pittsburgh, Pennsylvania.

NOVEMBER 24-26. Annual meeting of the National Council of Teachers of English; Hotel Statler, St. Louis, Missouri.

Colleges and Universities

EDUCATORS meeting at the Conference on "Orientation of Youth," at the University of Southern California, reached the following conclusions:

1. The problem of adjustment of youth to life is one which the public seondary school must solve.
2. The present need of youth is gainful employment by which the desire for security, for marriage and for parenthood may be achieved. The therapeutic of work is necessary to cure the ills from which our social order is now suffering.
3. The secondary school should provide vocational training on appropriate levels, as well as adequate vocation guidance.
4. The secondary school must provide for every youth before graduation, or separation from the public school system, some marketable skill through which youth may earn a living.

THE CITIZENS ADVISORY EDUCATIONAL COUNCIL, a group of men and women chosen from the whole state has started the study of the schools of the state, at the request of the Alabama Education Association. Membership on the Council is limited to thirty-two, of whom not more than eight may be professional educators. The Council proposes to study the educational system of the state, to compile and disseminate information, and to aid in formulating a long-time program of education for the state.

STUDENTS WITH HIGH STANDING at the University of New Hampshire will receive training in public administration through actual experience in state government offices according to a plan recently worked out between the University and state officials.

Announcement is made from the University of Washington, College of Education, of the inauguration of CO-ORDINATED STUDIES IN EDUCATION, Northwest Division—a voluntary, non-profit organization of school men established to provide a clearinghouse for co-operative efforts in educational research. Offices for the Executive Director, R. F. Bown, have been provided at Clark Hall, on the University of Washington Campus.

The plan of organization includes an Executive Committee, with one member from British Columbia, Idaho, Montana, Oregon, and Washington; State and Provincial Advisory Committees from each of the states and province in the Northwest; and a part-time Executive Director, who will act as co-ordinator for participating schools and institutions.

The services offered by Co-ordinated Studies are now available to schools and institutions in the Northwest and include:

a. Evaluation and selection of test and teaching materials.

b. Assistance in tabulating, statistical treatment, and interpretation of test results for local schools and research workers. (In some areas scoring of tests can be arranged through Co-ordinated Studies in Education.)

c. Inauguration and supervision of large scale co-operative investigations of educational problems. (Remedial Reading, Personality Analysis, Effectiveness of Integrated Curriculum, etc.)

d. Dissemination of results of test and research projects.

e. Prompt and efficient service in obtaining and distributing test materials.

It was found from a preliminary survey that interest among northwest schools is centered largely around the problems of remedial education, pupil personality and integration of curriculum material. These projects are now under way. Any school interested in these studies can arrange to participate by communicating with the Executive Director.

Co-ordinated Studies will be self-sustaining through arrangements now in effect with all leading publishers for discount on quantity purchases of test materials which will be used and distributed through the Northwest Division. Participating schools can insure adequate support of the service features by routing, as far as possible, all orders of test materials through Co-ordinated Studies for pooled or co-operative purchasing.

In addition to carrying on large scale surveys and co-operative studies, the Northwest Division will offer technical advice and assistance in tabulating and interpreting results of local studies, and in a few areas, can arrange for assistance in the scoring of test papers and the construction of individual profile charts.

Public Schools

TAX STUDY. The Montana Education Association has completed a comprehensive three-year study of tax rate inequalities, and inequalities in the ability of various counties and school districts to support public schools, and which presents a solution for the problems of the support of schools in Montana.

One primary element in the plan proposed by the Association is the reorganization into larger districts than at present.

THE KANSAS CITY, MISSOURI, public schools have issued a pamphlet "The Personality of the Teacher in Relation to Success in Teaching" in which a number of helpful ideas are presented.

NEARLY $350,000 will be available to Michigan libraries during the next fiscal year from the funds for state aid, according to RALPH ELVELING, president of the Michigan Library Association.

VOTERS OF SAN FRANCISCO approved a school bond issue for the construction of new buildings. The total program will call for the expenditure of nearly five million dollars, of which about half will be supplied from WPA funds.

THE EL PASO PUBLIC SCHOOLS, by a recent vote of the board of education, will require each student to receive instruction in safe driving and the operation of an automobile.

THE INTEREST OF SCHOOL PEOPLE in the current political issues and personalities is shown by the publication, in a number of the state Journals of Education, of statements from various candidates, outlining their stands in regard to various public issues—issues which are not limited to education.

THE MINNEAPOLIS PUBLIC SCHOOLS in the School *Bulletin* are publishing in graphical and tabular form the results of a study of recent graduates of the high schools. The study indicates that nearly 39 per cent of the 1937 graduates were in colleges or other schools, while almost the same percentage were employed.

Results of a survey of the programs of state educational associations conducted by *The Nation's Schools* indicate that the principal objectives of the associations for financing public education are:

1. Opposing movements to limit taxation for schools.

2. Trying to protect present revenues from other encroachments.

3. Seeking new sources of revenue to aid schools directly or indirectly.

4. Campaigning for additional state aid: (a) to relieve the property tax, (b) to replace lost revenues, (c) to provide for greater equalization of school costs and (d) to guarantee a minimum basic program.

5. Seeking a guarantee that the schools will receive the full extent of monies appropriated to them by the state.

6. Encouraging local units to supplement the state minimum program.

GOVERNOR EARLE OF PENNSYLVANIA has signed the THOMPSON PLAN SCHOOL Bill which will provide 750 new schoolhouses in the state, to be financed by the state and the WPA.

MEMBERS OF THE CANADIAN EDUCATIONAL ASSOCIATION, meeting in August, voted as going on record as favoring the establishment of a Canadian Council for Educational Research under the auspices of the Association.

The secretary of the CO-OPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS has recently issued a report summarizing the activities of the committees engaged in the study.

The report indicates that the three publications of the committees will be revised as a part of the work for this year; that three scales have been developed for rating secondary schools; and that a further intensive study of the philosophy of various schools will be made.

A STATE-WIDE CURRICULUM PLANNING COMMISSION has been appointed in Louisiana. The duty of the commission will be to make a careful study of the state problems in curriculum construction and to evolve a functioning program for the whole state.

The commission will work under the joint auspices of the State Board of Education and the Louisiana State University.

Under the terms of a decision of a recent case in the Supreme Court, officials of the U. S. Treasury Department have concluded that the Federal Income Tax laws apply to all governmental employes, local, state and federal. No decision has been reached as to whether or not this law will be interpreted retroactively, according to the *Illinois Teacher*.

Education on Air and Screen

THE UNIVERSITY OF KENTUCKY RADIO STATION will move into newly equipped quarters this fall. A complete broadcasting arrangement including studios, workshops, offices and control rooms will be built in the new location.

WBOE AND WCNY. The first two grants by the Federal Communications Commission for wave-lengths to be used by public school systems, have been made to Station WBOE, Cleveland, Ohio, and WCNY, New York City.

THE PENNSYLVANIA COLLEGE FOR WOMEN has just published a catalog of the films offered for rent by the college. The catalog lists a number of films suitable for use by public schools and colleges.

THE EDUCATIONAL SCREEN, 64 East Lake St., Chicago, has just published the 1938-39 catalog of non-theatrical films, which lists several thousand films, together with a brief annotation which gives the name and address of the company or agency owning the film. Prices are included as well as information as to size of film. Regional distributing centers are listed also.

THE "AMERICAN SCHOOL OF THE AIR" started its tenth consecutive season over the nationwide WABC-Columbia network Monday, October 10. The first semester of the 1938-39 term will be heard each school day, Monday through Friday, from 1:30-2:00 p. m., C.S.T.

The "School" will again enjoy the complete cooperation of the National Education Association in the preparation of its programs.

Another prominent group, the Progressive Education Association, composed of some 10,000 teachers and administrators, is also acting in an advisory capacity along with the National Council of Teachers of English and the American Library Association.

Miss Eloise Daubenspeck, Broadcast Director of the School, has announced "Our America" as the general theme of each of the five programs to be heard during the week.

Monday programs are entitled "Frontiers of Democracy"; Tuesday, "The Music of America"; Wednesday, "The Lives Between the Lines"; Thursday, "This Living World," and Friday, "New Horizons."

A series of radio programs planned as one of the Louisiana State University's aids in preserving and developing the French tradition and culture in Louisiana, is being arranged for the 1938-39 session as an important phase of the general radio program of the university.

THE CENTRAL WASHINGTON COLLEGE OF EDUCATION has added a film-rental library to the services it provides for schools in the area which it serves.

THE UNIVERSITY OF CALIFORNIA broadcasts over the Blue Network of the NBC have been considering significant political questions such as the "Third Term for President."

THE MICHIGAN EDUCATION ASSOCIATION is sponsoring a series of broadcasts over Station WKAR every Monday at 4:00 p. m. C.S.T.

THE UNIVERSITY OF KENTUCKY has published a catalog listing the radio programs to be released from the university over stations WHAS and WLAP.

Buy
"Teaching as a Man's Job"

Recent Books

Reviewed by C. C. Crawford, University of Southern California

American Association of School Administrators. *Youth Education Today.* (Sixteenth Yearbook.) Washington: National Educational Association. 1938. Pp. 509.

The Commission on Youth Problems, established by the American Association of School Administrators, began the work on this yearbook in the middle of the depression period, when large numbers of youth were in difficulty and before some of our organized efforts to aid them had gained much headway. The work aimed at a thorough survey and diagnosis of their needs and the initiation of remedial measures. This survey has been carried out in a complete and careful manner, characteristic of the Yearbook series. More than half the space is given to statements of findings, after which follow suggested plans and services, and finally the routine data about the association, including the membership directory.

Bedford, J. H. *Youth and the World's Work.* Los Angeles: Society for Occupational Research. 1938. Pp. viii + 140.

This is a research study of problems of vocational adjustment of youth in the modern world. It seeks to do away with some of the wishful thinking that has led the secondary schools to train all students as if they were to enter the professions. The book presents the facts concerning the labor market, the professional market, and the problems involved in entering any occupation. The book is broader than a mere tabulation of employment data. It is also a critique and an interpretation of the broader social problems which are interwoven with the problem of vocational adjustment. The volume is liberally sprinkled with tables and graphs bearing on youth problems and their educational significance, but is also effectively organized for systematic study as a text if so desired.

Bittermann, H. J. *State and Federal Grants-in-Aid.* New York: Mentzer, Bush and Co. 1938. Pp. x + 550.

A professor of economics presents this analysis and interpretation of the state and federal aid problem, not only as it applies to schools but also in connection with highways, social security, emergency relief, vocational rehabilitation, forest fire protection, and other purposes. The grant-in-aid is analyzed as a financial device as well as an administrative one. The conclusion reached is that the aid may or may not be an important factor in bringing about a strongly centralized administrative control, and that in actual practice it has worked sometimes to do this and at other times it has not. The result depends mainly upon the philosophy or purpose for which the grant is created.

Bode, Boyd H. *Progressive Education at the Crossroads.* New York: Newson and Co. 1938. Pp. 128.

In his usual bold and emphatic style Dr. Bode tells us what is good and bad about the progressive education movement. He calls it the strongest and most evangelistic movement in American education, and says the progressive school is a place where children go, not primarily to learn, but to carry on a way of life. He chases the extreme progressives into a corner where in their advocacy of child freedom and self-determination they almost say that we should not educate at all. On the other hand, he does not defend the supposedly "highbrow" traditional curriculum that has a "musty smell reminiscent of morgues and museums." There is no lack of quotable epigrams.

Brown, W. A., *The Case for Theology in the University.* Chicago: University of Chicago Press. 1938. Pp. x + 124.

This is a theologist's reply to Hutchins' statement that the university has no place for theology. He makes such a good argument that President Hutchins writes a foreword in which he says he agrees with Brown except in nomenclature. Hutchins would build the curriculum of the university around metaphysics, as the unifying principle, whereas Brown thinks theology would serve to organize the hodgepodge of unrelated and fragmentary bits of learning by giving a goal or direction to it. Hutchins says the kind of theology which Brown advocates is really metaphysics. Thus everybody is happy, provided that someone doesn't disagree with both of them and propose some other principle of curriculum organization.

Fine Arts Staff of Teachers College. *Art Eduction Today.* New York: Teachers College, Columbia University. 1938. Pp. 134.

This annual devoted to the problems of art education is sponsored by the Teachers College staff in fine arts, but the contents have been drawn from a variety of sources. Articles or chapters have been written by experts in various arts, and there are photographs of the artistic productions of pupils in schools in several parts of the country. The total effect is a bird's-eye view of what is going on in art education, and a résumé of what the leaders advocate and recommend. The book is itself a work of art, a splendid example of the best in printing.

Department of Philosophy, University of California. *Knowledge and Society.* New York: D. Appleton-Century Co. 1938. Pp. xiv + 417.

Seven professors of philosophy compiled this "Philosophical Approach to Modern Civilization." It is intended as an introduction to philosophy. It is founded on the assumption that philosophy should relate to

human life and have definite value in the guidance of our efforts to solve our problems. It seeks to begin with civilization and to draw upon philosophy instead of beginning with philosophy and making a few half-hearted "applications" to human affairs. This impresses the reviewer as a thoroughly sound and valid method of approach. The actual execution of this plan is done conservatively, however. The book is still decidedly a book on philosophy rather than on modern problems, in spite of its having moved a long way in the direction of human applications.

Eaton, T. H. *An Approach to a Philosophy of Education.* New York: John Wiley and Sons. 1938. Pp. x + 273.

The first half is an analysis of values, looking to the establishment and verification of the aims of education. The second half is entitled, "Applications to Education," and consists of chapters on education as a human enterprise, the theory of biological success, the theory of spiritual manhood, and some implications of the social view. Perhaps the extremely practical reader will feel the lack of obvious relation between the theory here presented and the urgent problems of carrying on the work of the schools. Perhaps because of this shortcoming, immature students will find the book difficult to read with interest. The author apparently intended the book for mature or advanced readers who already have a feeling of need for help on fundamental problems.

Educational Policies Commission. *The Structure and Administration of Education in American Democracy.* Washington: National Education Association. 1938. Pp. 128.

The book is very appropriate as a product of the Policies Commission, because it is certainly a book of policies. It is not given to vague theorizing in any sense. It tells what should be done. The word "should" appears with great frequency in the captions under each chapter division. Thus: "Education should be made effectively free." "Other social agencies should provide certain services needed by children." "The state should encourage local administrative units to exceed the fundamental programs guaranteed." There are just samples. Definite statements of policy are thus made for almost every imaginable phase of local, state, and federal school administration. This book, as well as the total program of the body that produced it, is fundamental and far-reaching.

Ford, F. A. *The Instructional Program.* New York: Prentice-Hall, Inc. 1938. Pp. xvi + 458.

The instructional program is dealt with here primarily from the standpoint of organization and administration. The principal or supervisor would seem to be the reader for whom it was written, although the chapters relate primarily to the work of the teacher. This apparent confusion is only apparent, however, since administrators and supervisors must study classroom problems and techniques if they are to be able to render much service to classroom teachers in solving them. If, therefore, we call this a methods book written for supervisors of instruction, we will not be far from the truth. There are chapters on the organization of supervision, but most of them are on the actual instruction and its improvement. These include chapters on "Campaigns" in spelling, reading, arithmetic, language, guidance, and the social studies. A final helpful chapter is on the co-ordination of community agencies.

Frederick, R. W., and Burton, W. H. *How to Study Handbook.* New York: D. Appleton-Century Co. 1938. Pp. xxviii + 442.

Into a compact and handy volume the authors have compressed a great deal of real help for high-school and college students. They offer the book as a text for courses in how to study, as well as for individual help to pupils who wish to improve their study efficiency. The functional character of the book is illustrated by the fact that each chapter begins with "How to . . . ." Thus we have how to read, skim, use books, use the index, read tables, read newspapers, listen, experiment, use the library, write themes, and a whole page full of similar study difficulties or processes. Sprinkled along through the book are activities suggested for the practice and application of the advice that is given.

Lamar, Emil. *The Athletic Plant.* New York: Whittlesey House, McGraw-Hill Book Co. 1938. Pp. x + 302.

The high-school track coach at Berkeley, California, has presented here a book of complete specifications for athletic buildings, grounds, and equipment, including the necessary directions, cautions, lists, pictures, and diagrams for the guidance of all who are responsible for any part of the plant. Thus we find on page 214 a photograph of a section of bleachers and a side view sketch to show the supports, bracing, and seat spacing, all in architecturally complete detail. This is characteristic of the thoroughness of the entire book. Such specifications are provided for each of the major kinds of equipment and athletic activities. Why didn't someone think of this before?

MacLean, M. S. *Scholars, Workers, and Gentlemen.* Cambridge, Mass.: Harvard University Press. 1938. Pp. 86.

This Inglis Lecture, 1938, is by the director of the General College, University of Minnesota, which college has been experimenting with a new plan for higher education. Here the author sets forth the fallacies of extreme views in which there is an over-

emphasis on aloof scholarship (pure and undefiled, free from the contaminating influences and sordid realities of everyday life), or on workmanship (as if one were a mere cog in a machine), or on the fine art of being a gentleman but neither a scholar nor a workman. The lecture seeks to unify our thinking about higher education in the face of these conflicting ideas.

Myers, A. F., and others. *Co-operative Supervision in the Public Schools.* New York: Prentice-Hall, Inc. 1938. Pp. xviii + 340.

The book is the outgrowth of supervision courses taught in various teacher-training institutions, including New York University. The co-operative, or democratic, note is sounded throughout the volume. Beginning with a historical treatment of teacher training, the book proceeds with chapters on the induction and guidance of new teachers and on their improvement in service. The closing chapter is on the special subjects in the curriculum. This chapter, which comprises almost half the book, combines supervisory techniques with what is sometimes offered as "special method" in education in the fields of music, art, and physical education. An exceptional feature of the volume is its very liberal use of quoted matter to illustrate procedures that are recommended. These include descriptions of practices in various schools, and criteria proposed by various organizations.

Lloyd-Jones, E. M., and Smith, M. R. *A Student Personnel Program for Higher Education.* New York: McGraw-Hill Book Co. 1938. Pp. x + 322.

It would be difficult to think of a phase of college personnel work that is not carefully treated in this book. After a fifty-page introduction dealing with the philosophy and organization of the program, the remainder of the volume is devoted to a functional treatment of the actual tasks or functions that must be accomplished by a personnel program. One chapter each is given to selection and admission, orientation, the social program, counseling, discipline, guidance, financial aid, extra-curricular activities, housing, health, religion, placement, personnel records, office administration, and the evaluation of the program. Each chapter combines the description of practices in different colleges with the statement of principles and recommendations for best means of carrying on the functions being discussed. The volume should prove distinctly helpful for all who have any responsibility for setting up or operating any part of the personnel program.

Paterson, D. G., Schneidler, G. G., and Williamson, E. G. *Student Guidance Techniques.* New York: McGraw-Hill Book Co. 1938. Pp. xviii + 316.

The authors rightly put the emphasis on diagnosis. It is difficult to cure a patient unless you know what ails him, whether his sickness is one of body, personality, or scholarship. This book contains fifty pages of material for general orientation of teachers and counselors with reference to their guidance techniques, after which follow 200 pages of information concerning available tests and measuring instruments for use in diagnosis of pupil difficulties and problems. The last fifty pages return to the task of showing teachers and counselors how to use the tests and materials that have been so comprehensively described and classified. The backbone of the book is the classified description of the available tests. These are organized into chapters on scholastic aptitude, academic achievement, vocational achievement, personality, and special aptitude. The book renders a distinct service to the profession.

Price, W., and Ticen, Z. E. *Index to Vocations.* New York: H. W. Wilson Co. 1938. Pp. 122.

This is a "subject index to 1,950 careers." It is purely bibliographical, and is for vocational guidance purposes. Under each of the 1,950 vocations, arranged alphabetically, are classified the references to specific pages in books which give helpful guidance information. Sample vocations as listed (pp. 18-19) are bookkeeping machine operator, bookshop manager, bootblack, botanist, etc. Under "Bootblack" is only one citation: "Proctor, W. M. *Vocations.* 1933. Pp. 189-90, 192-3." Some vocations have dozens of references, all from books, not periodicals. (Periodical material is already well indexed in other publications.) The Index is based on 115 different books about vocations, all written for guidance purposes.

Stinchfield, Sara M., and Young, E. H. *Children with Delayed or Defective Speech.* Stanford University, California: Stanford University Press. 1938. Pp. xvi + 174.

Two specialists in corrective speech work have contributed this manual on motor-kinesthetic factors in the training of children who have delayed or defective speech. The first half, by Dr. Stinchfield, of the University of Southern California, is on the problem and the psychology of this type of cases. The second half, by Edna Young, of the Hill-Young School of Speech, deals with practical therapy. The book sounds an optimistic note for many parents whose children have not learned to speak as early as they should, and who fear that feeblemindedness is the cause. The authors show how to determine whether the delay is due to remediable causes, and they describe very minutely the steps by which corrective treatments may be carried on.

Stuerm, F. H. *Training in Democracy: The New Schools of Czechoslovakia.* New York: Inor Publishing Co. 1938. Pp. xiii + 256.

Perhaps by the time this is printed it may be obsolete. This review is written while the German army

is poised threatening to change not only the schools but perhaps other aspects of the little country. Anyway, the book describes a very praiseworthy effort to remake education along progressive lines. The experiment with a democratic form of education under a highly centralized administration was carried on by Czechs along the lines of Dewey's philosophy in a sincere quest for a way of training children for the real practice of democracy. Much of the book is given to detailed descriptions of actual class work, and there are a few photos to portray the real spirit of the work. The publication is sponsored by the Progressive Education Association.

Updegraff, Ruth, and others. *Practice in Preschool Education.* New York: McGraw-Hill Book Co. 1938. Pp. xvi + 408.

The University of Iowa preschool laboratories constitute the experimental basis on which this very helpful book rests. Every page is a description or a discussion of something that was done in these laboratories. The actual scene is vividly portrayed, down to such details as Margaret's lying down in the doll bed with her feet and legs sticking far out over the end while the other youngsters set to work to cover her up. (What should a nursery-school teacher do in such a case?) But this book is no mere collection of interesting narratives. It is a text or manual on how to educate preschool children. Each of the major problems in preschool education is taken up for serious consideration, and each is answered concretely in terms of how it is met in the Iowa preschool laboratories. There is no lack of theory and interpretation, and it is very effectively woven around a substantial framework of fact and reality.

Walworth, A. *School Histories at War.* Cambridge, Mass.: Harvard University Press. 1938. Pp. xx + 92.

When you read about the same war in the history texts of the two opposing countries you may suspect that they are discussing two different wars. And even when you can identify the whole business as one war instead of two you still wonder which story to believe. Walworth has analyzed United States history texts in comparison with our "enemy" texts as they portray the Revolution, the War of 1812, Texas and Mexico, Spain in the Americas, and the United States vs. Germany. The distortion of truth for propaganda purposes is obvious, and at times highly amusing. The author does not go beyond the facts, and he does not recommend a program. The array of millions of armed men in Europe suggests that there is need for a continued study of this situation. Can the history texts be causing the wars of today?

Zeigler, Earl F. *The Way of Adult Education.* Philadelphia: Westminster Press. 1938. Pp. 320.

This would rate as a "special methods" book in adult education in the church situation. It is based upon the standard concepts and principles of adult education as discussed extensively in connection with public education, but it is all rewritten and restated in terms of how to carry on the religious and other education of adults in the church. It is designed as a text in the leadership training curriculum and is sponsored by the International Council of Religious Education. The author is a Presbyterian. The idea back of such a book encourages us to hope for a professionally sound program of religious education in all the churches.

VOLUME I NUMBER 1 of the *Manitoba School Journal* appeared in September, under the editorship of Harry B. Hunter. The *Journal* is being published by the Manitoba Department of Education. Congratulations to the newest of educational journals.

VOLUME I NUMBER 1 of the *Contemporary Jewish Record* appeared in September. The magazine is designed to be a standard reference on contemporary Jewish events.

Hollis, Ernest Victor. *Philanthropic Foundations and Higher Education.* New York: Columbia University Press. 1938. Pp. 339.

This volume is a description and interpretation of the foundation as one of the forces that have stimulated the development of higher education in America. The study presents an answer to the question: To what extent and how has higher education been influenced by (1) the educational and social philosophy of the foundations, (2) their organization and procedure, (3) their research and diffusion activities, and (4) their financial resources?

About fifty different foundations are discussed in the book. A wealth of factual information and many interesting and significant facts and observations are presented by the author. The book, the only complete treatment of the subject in print, is a valuable contribution to the field of higher education.

ARNOLD E. JOYAL.

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Dictionary of Education

By CARTER V. GOOD

The April, 1938, number of THE PHI DELTA KAPPAN includes a statement of the purpose, scope, procedure, and sponsorship of the Phi Delta Kappa Dictionary of Education. The present progress report will be of interest to the numerous chapters and individuals who have volunteered their cooperation in working out definitions.

The first step has been the preparation of a master list of words under the supervision of the committee in charge of the Dictionary. This list should be reasonably complete by the beginning of the new year and in the hands of the various specialists who will formulate definitions. The total number of words probably will be 15,000 to 18,000. Certain problems of delimitation have been encountered in choosing these terms, especially in subject fields, so as to include only words with definite educational and professional connotations. For example, "carpetbagger" has meaning in history, but no special professional significance for the field of education; on the other hand, "counterchronological order" has a place in the educational vocabulary of the social studies field. "Holstein" is an important term in agriculture, but probably has no place in a dictionary of education, while "Smith-Hughes Act" does have special educational and professional significance. This same problem of delimitation confronts us in deciding what terms to select from the fields of psychology, sociology, and philosophy. A decision yet has to be made concerning the inclusion of foreign terms and of statistical symbols and formulas.

Another problem is to subdivide education into a relatively small number of fields, and to secure the assistance of competent specialists in each area who will co-ordinate the efforts of a considerable number of other workers in the smaller subdivisions.

One of the most difficult questions to answer is whether to prepare only a complete alphabetical list of the terms or whether in addition to attempt a subdivision of the words into major areas of education. It seems at the present time that the difficulties involved in assigning a given word to some subdivision of education may make it feasible to distribute only the complete alphabetical list to the co-operating workers. If only the alphabetical list is distributed, each worker will select the terms appropriate in his particular field and inform the central office of his responsibility, thus making it the obligation of the central office to check up on unnecessary duplication and any omissions. As the work progresses, new words will be added to the original list and inappropriate words deleted. The committee especially desires the constructive suggestions of interested persons on the problem presented.

Another responsibility of the supervising committee is the preparation of a handbook of information. This brief handbook probably will include sample definitions, a selected bibliography of the literature dealing with educational dictionaries and a list of the available dictionaries of terms in given educational areas, the major sources canvassed in compiling the master list of words, and information concerning matters of form, including bibliographical style.

The plan is to use 4 x 6 cards or heavy bond paper of the same size for the definitions. The cards will be typed on one side only, double spaced. In most instances a definition should not go beyond fifty words in length. In unusual cases, two cards can be stapled together, if more space for a definition is required. The information essential is: the term, the definition, full bibliographical information in the case of a quoted definition, name of the framer of the definition, and names of other specialists to whom the definition may have been referred for criticism. A question proposed for consideration is whether the words should be so marked as to facilitate pronunciation. If the answer is in the affirmative, this work probably could be done more successfully in a central office than to ask the co-operating specialists to do so.

Interested persons are urged to send their constructive criticisms and suggestions to the chairman of the committee in charge, since the present plan is to place the master list of terms and the handbook of information in the hands of the cooperating workers by the beginning of the new year. This will make it possible for many seminars and advanced graduate classes during the second semester to participate in the work under the guidance of the professors. Those who have not volunteered their assistance are invited to do so, indicating their fields of special interest and competence. The supervising committee consists of: Carter Alexander, Columbia University; W. W. Charters, Ohio State University; Paul M. Cook, ex-officio, executive secretary, Phi Delta Kappa; H. D. Rinsland, University of Oklahoma; W. Ray Smittle, Wayne University; and Carter V. Good, *chairman,* University of Cincinnati.

Of Concern to Phi Delta Kappa

LOS ANGELES FIELD CHAPTER

EPSILON FIELD CHAPTER at Los Angeles is rendering service to its members which promotes leadership through the dissemination and utilization of research. Men who are determining the trends of education along the Pacific Coast meet as Phi Delta Kappans each month to pool experiences and share conclusions.

Early in October, President Jesse A. Bond, professor of education at the University of California at Los Angeles, allotted one chapter meeting to the study of "proposed legislation for the November election" under the chairmanship of Carl Bowman of the California Teachers Association. A panel of five well-known authorities upon school legislation contributed their findings. Following the meeting a resolutions committee summarized conclusions upon legislative issues and made them available to leading school men throughout the state. This, and other such critical analyses, along with the dissemination of findings, has resulted in very favorable school legislation in California during the past several years.

Another need in California, as well as in other states, is the unification of aims and activities of various teacher organizations. The chapter secured Dr. John A. Sexson, president of the California Teachers Association, to guide this study. Following this meeting, as following every meeting, the resolutions committee crystallized the thinking of the membership and published conclusions in summary form.

Two series of meetings will follow the study of teacher organizations: "After High School—What?" and "Radio Remaking America." The first series will attempt to harmonize the solutions of educators and industrial personnel directors concerning post-school employment. Experts in vocational guidance as well as executives from such corporations as Goodyear Tire and Rubber, Paramount Pictures, and Santa Fe Railroad will contribute to this series. The second series will attempt to unite educators with officials of NBC and CBS in an attempt to determine the possibilities of radio in our modern social-economic-political era. Los Angeles is ideally situated for this study since many of the major programs originate on the west coast. Dr. Frederick P. Woellner, popular radio personality, is assisting in the arrangement of this series. John Leslie Abott, secondary principal of Los Angeles City Schools, and Elmer C. Sandmeyer, dean of men at Santa Monica Junior College, are also working on arrangements.

Following the two series, the chapter will devote time to the participation of teachers in school administration and the application of democracy in school organization.

Not only does the chapter render service to promote professional leadership, based upon research in current problems, but it devotes considerable time to the "fourth ideal"—fellowship. A fellowship hour precedes each regular meeting at which time men from scattered areas get acquainted and exchange ideas. Each spring the chapter devotes one meeting to its annual ladies' night.

One summer meeting is held in July for the purpose of hearing some of the nation's outstanding visiting professors, temporarily upon the campuses of Claremont Colleges, University of California at Los Angeles, and the University of Southern California.

Last year the chapter, under the leadership of Dr. C. C. Trillingham, made a unique contribution to education in the form of "The School Board Member's Creed," published in the PHI DELTA KAPPAN (Vol. XX, March, 1938, p. 214). The creed was compiled by Dr. Osman R. Hull, professor of education at the University of Southern California, and Dr. Cecil D. Hardesty, assistant superintendent of schools in Beverly Hills, as a result of research involving many of California's board members and superintendents.

Each year Epsilon Field Chapter is growing in membership and in professional power. By rendering service to school men through the solution of current problems, the chapter has stimulated its members to assume positions of first rank leadership in this area.

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GONG AND GAVEL

BROTHER LOUIE S. TAYLOR of Eta Field Chapter is more than a teacher; he is an accomplished craftsman in the field in which he teaches. In addition, he is a live-wire Phi Delta Kappan and a sincere worker in his field chapter. These facts are evidenced in the gavel and gong recently presented to Eta Field Chapter by Brother Taylor. As may be seen in the accompanying illustration, the gong and gavel are beautifully finished specimens of craftsmanship. These were made by Brother Taylor. Eta Field Chapter includes San Luis Obispo, Santa Barbara, and Ventura counties, California, and has a membership of approximately ninety Phi Delta Kappans.

If others are interested in the purchase of a similar gong and gavel for chapter use, they should write to the national office. We do not have prices nor do we know whether others could be procured, but if the demand is sufficiently strong some provision for the manufacture of the gongs might be made.

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H. S. von Roeder, Secretary, University of San Antonio, San Antonio, Tex.

RHO—Pittsburg, Kansas
Ralph A. Fritz, Secretary, Kansas State Teachers College, Pittsburg, Kans.

PHI—Tulsa, Oklahoma
Earl C. Denney, Secretary, Franklin School, Tulsa, Okla.

ALPHA ALPHA—Houston, Texas
C. J. Nüssle, Secretary, 1810 Courtland, Houston, Tex.

DISTRICT NO. 4.

States: Wyoming, Colorado, North Dakota, South Dakota, Nebraska, Iowa, Minnesota.

IOTA—State of South Dakota
T. M. Risk, Secretary, Vermillion, S. D.

LAMBDA—State of Colorado
George A. Irvin, Secretary, State College of Education, Greeley, Colo.

PSI—Omaha, Nebraska
Carl W. Helmstadter, Secretary, Registrar, Municipal University of Omaha, Omaha, Nebr.

DISTRICT NO. 5.

States: Michigan, Illinois, Wisconsin, Indiana, Ohio, West Virginia, Kentucky.

ZETA—Detroit, Michigan
R. P. Jared, Secretary, Cass Technical High School, 2421 Second Ave., Detroit, Mich.

MU—Muncie, Indiana
Vernal H. Carmichael, Secretary, Ball State Teachers College, Muncie, Ind.

NU—Chicago, Illinois
W. C. Krathwohl, Secretary, Armour Institute of Technology, Federal St., Chicago, Ill.

UPSILON—Milwaukee, Wisconsin
Arnold Vieth, Secretary, 3146 N. 42nd St., Milwaukee, Wis.

CHI—Terre Haute, Indiana
Clarence M. Morgan, Secretary, 2626 N. Ninth St., Terre Haute, Ind.

ALPHA GAMMA—Kalamazoo, Michigan
Eugene Pennell, Secretary, State Teachers College, Kalamazoo, Mich.

ALPHA DELTA—South Bend, Indiana
Glen B. Sargent, Secretary, Assistant to Superintendent of Schools, South Bend, Ind.

ALPHA EPSILON—Hammond, Indiana
R. R. Myers, Secretary, 1215 Beacon St., East Chicago, Ind.

ALPHA ZETA—Evansville, Indiana
Fred Wilder, Secretary, Patoka, Ind.

ALPHA ETA—Indianapolis, Indiana
Paul Seehausen, Secretary, 744 N. DeQuincey St., Indianapolis, Ind.

ALPHA THETA—Normal-Bloomington, Illinois
P. C. Kurtz, Secretary, Bloomington High School, Bloomington, Ill.

DISTRICT NO. 6

States: Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, New York, Pennsylvania, New Jersey, Delaware, Maryland, Connecticut, District of Columbia.

No Field Chapters in this District.

DISTRICT NO. 7.

States: Virginia, North Carolina, South Carolina, Tennessee, Louisiana, Mississippi, Georgia, Alabama, Florida.

ALPHA IOTA—Jackson, Mississippi
E. F. Puckett, Secretary, Superintendent of Schools, Crystal Springs, Miss.